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ABSTRACT

This manual was developed to aid local school districts in complying with the requirement of California's Pupil Proficiency Law that districts provide extra help to students not making adequate progress towards basic skill mastery. Guidelines for the development of instructional packages keyed to the school districts proficiency tests, various content areas and grade levels, and which focus on personalized instruction in specific skills, are provided. The kit models a product, and thus, aims to develop the knowledge and skills teachers will need to design similar materials for their own students. An introductory section details the kit's purpose and how it works. Following sections outline procedures for meeting the kit's objectives: writing instructional objectives; incorporating materials already available to the teacher into the kit; developing learning activities keyed to objectives and learner characteristics; developing assessments and other kit components; managing the materials in the classroom. Teacher pretests and posttests are incorporated for each objective. The final section briefly suggest ways of obtaining the most effective use of materials in the classroom. Appendixes include information on resources, a sample kit in the form of Los Angeles Unified School Districts' Competency Achievement Packet, and answer keys to pretests and posttests. (Author/AEF)

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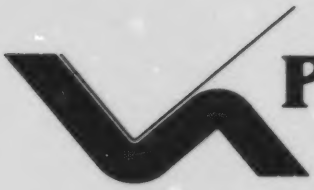

Proficiency Skill Development Kit

PURPOSE:

To teach you how to develop Proficiency Skill Development Kits that will provide your students with focused instruction in specific skill areas. The Kits will be keyed to your district's proficiency test for your own content area and level of instruction.

Prepared under the direction of the
Office of Program Evaluation and Research
California State Department of Education

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This Proficiency Skill Development Kit was developed for the California State Department of Education's Office of Program Evaluation and Research by Rosemary Gerber Dawson. Dr. Dawson is the former director of two competency-based education projects in the Division of Career and Continuing Education of the Los Angeles Unified School District. This Kit is modeled after the Competency Achievement Packets developed by Dr. Dawson and others in L.A.U.S.D.'s Division of Career and Continuing Education.

A special thanks to the L.A.U.S.D.'s Division of Career and Continuing Education for allowing the Department to include a portion of a Competency Achievement Packet as Appendix B of this Kit.

INTRODUCTION

California's Pupil Proficiency Law requires local school districts to assess their students' proficiency in basic reading, writing and math skills. To assist districts in complying with this mandate, the State Department of Education's Office of Program Evaluation and Research initially developed a step-by-step guide to implementing the law entitled the Technical Assistance Guide to Proficiency Assessment (TAG) and two test question banks entitled the Sample Assessment Exercises Manuals (SAEM), one for grades four through six and one for grades seven through twelve. To supplement these documents, the Department also developed a series of training workshops covering the various aspects of proficiency assessment. (For more information on the workshops, contact the Proficiency Assessment Team at 916-445-0297.)

This latest document has been developed to help districts comply with another aspect of the Pupil Proficiency Law: the requirement that districts provide extra help to students who are not making adequate progress towards mastering basic skills. Because one of the widely used approaches to providing that extra help involves the use of individual skill kits that focus the student's attention on specific skill areas, this Proficiency Skill Development Kit is a guidebook to developing such instructional packages.

The value of individual skill kits is threefold: (1) they can be linked directly to district-adopted basic skills; (2) they can provide students with focused, personalized instruction; and (3) they can be used by students working on their own with little teacher supervision--a real advantage for teachers in charge of several students with different learning deficiencies.

This Proficiency Skill Development Kit is an example of such an instructional package, but it is not designed to teach basic skills to students. Instead, it is designed to provide teachers with the knowledge and skills they will need to develop similar materials for their own students. Thus, the Kit models the product that it describes, although it is probably much more detailed than most skill kits that would be developed for use by students.

The six objectives of this Kit range from writing instructional objectives to developing learning activities to managing these materials in the classroom--a variety of skills, some of which you, the reader, may already possess. For this reason, the following section, entitled "How to Use This Kit," is provided to suggest how you may obtain the most effective use of this comprehensive guidebook.

HOW TO USE THIS KIT

As stated on the title page, the purpose of this Kit is to teach you how to develop Proficiency Skill Development Kits that will provide your students with focused instruction in specific skill areas. The Kits will be keyed to your district's proficiency test for your own content area and will be geared to the grade level of the students you teach.

Because this Kit is a model of the ones you will develop, it incorporates all of the components that would be included in a student's kit, such as pretests, post-tests, and learning activities. You may decide to work straight through this guidebook from beginning to end, or you may find that certain sections are of greater use to you than others. For example, even persons experienced in developing this kind of instructional package will appreciate having a handy reference to such processes as determining the readability level of written material, cross referencing existing learning materials with proficiency objectives, and determining whether or not the use of a particular material violates copyright law (each of these processes is described as part of Objective 2). The purpose of this "How to Use" section, then, is to help you decide how you can derive the most benefit from this Kit.

Overview of Contents

The following brief overview will orient you to the Proficiency Skill Development Kit's various components, which are as follows:

- Introductory Sections (pages 5 to 8). These first five brief sections, "Getting Started," "Competency Statement and Objectives," "Why This Is Important to You," "Prerequisites," and "Materials Needed for this Kit," describe in detail the purpose of the Kit and how it works.

  Because these sections together total only five short pages, you may wish to read through them carefully before you decide which manner of using the Kit will be best for you.

- Record Page (page 9). This page is designed to help you keep track of which sections of the Kit you will need to complete. The page is designed like a table of contents with space for you to mark which sections you need to work on and, of these, which you've already completed.

  Some of the critical sections that should be read by everyone have already been checked in the "To Do" column. These include the first five introductory sections mentioned earlier as well as the introduction and pretest for each of the six objectives. By completing or at least reading through the pretest for each objective and then checking the answer key, you can determine which of the learning activities for that objective you should check in the "To Do" column. The pretest answer keys may be found in Appendix C. Each correct answer is keyed to the related learning activity for the skill tested by that question. The learning activities keyed to the questions you cannot answer correctly are the activities you should work through.

It is quite possible that you already possess the skills taught in some of the sections; the introduction and pretest to each objective as well as the capsule summaries below are designed to help you decide which sections cover skills that you do not yet have.

- Objective 1: Writing Instructional Objectives (page 10). This section will teach you how to use information about your district's proficiency test to write instructional objectives for the Kit you will develop for your students. Included are descriptions of the kinds of information you should use (such as item specifications or sample test items) and how the information can be translated into objectives that your students will understand. By completing the activities of this section, you will have a set of objectives for the Kit you will develop.

- Objective 2: Incorporating Existing Materials (page 31). This section will teach you how to incorporate into your Kit instructional materials that are already available to you. Criteria for judging the appropriateness of such materials and two means of determining readability levels are provided. By completing Objective 2, you will have an objectives-materials matrix that will reference the raw materials you will need to develop the learning activities of your Kit.

- Objective 3: Developing Learning Activities (page 65). This section will teach you how to develop learning activities that are keyed to the objectives you have written. Methods for targeting the activities to your specific student population are discussed. By completing Objective 3, you will have a description of your target population and at least four activities for one of the objectives of your Kit.

- Objective 4: Developing Assessments (page 88). This section will teach you how to develop pretest, post-test, and practice items that match the objectives you have written and are consistent with the mode and format of the items on your district's proficiency test. By completing Objective 4, you will have a pool of items that match one of your Kit's objectives. From this pool you will be able to select the various items needed for that objective.

- Objective 5: Developing Other Kit Components (page 112). This section will teach you how to develop the beginning and ending parts of your Kit (such as "Getting Started," "Prerequisites," "Putting It To Use," and so on). By completing this objective, you will have a preliminary version of each of these components, an evaluation of your Kit, and a plan for preparing it for student use.

- Objective 6: Managing Kits in the Classroom (page 139). This section will teach you various ways of managing the use of Kits in your classroom. Methods for grouping students and managing time, materials, space, and recordkeeping are discussed. By completing this objective, you will have a flowchart of the usual sequence through a Kit and some tentative plans of how you will manage your Kit(s) in your own classroom.

- Closing Section (page 157). Entitled "Putting It To Use," this section suggests some of the ways you can put what you have learned and developed through this Proficiency Skill Development Kit to use in your everyday job as a teacher, counselor or administrator.

- Appendix A: Resources (page 159). This appendix includes the addresses and telephone numbers of several resource centers that can provide you with additional information. You should use these resources or others available to you if you do not meet all of the conditions specified in the "Prerequisites" section.

- Appendix B: Sample Kit (page 160). This appendix contains portions of a Kit developed by the Los Angeles Unified School District's Division of Career and Continuing Education. All introductory sections and the pre/post-test, answer key, learning activities, and handouts for Objective 1 are included. This Kit, entitled the "Competency Achievement Packet," will provide you with a concrete example of the Kit(s) you will develop.

- Appendix C: Pre/post-Test Answer Keys (page 192). This appendix contains the answer keys for each of the six objective's pre/post-tests.

Reviewing the Kit as a Group

If several teachers in your district or school are going to be using the Proficiency Skill Development Kit to prepare instructional packages for their students, it may be helpful to bring all of them together to review the Kit as a group. At the initial meeting, copies of the Kit could be distributed and the group could read through the Introduction and this "How to Use" section. Then the members of the group could be divided into subgroups and assigned to examine more carefully one of the sections of the Kit.

When the group reconvenes, each subgroup could report on the section that it reviewed and help to orient the other members of the group to that section. After all sections had been thoroughly discussed, the group could decide on the most effective way to develop student Kits for each basic skill area. At this point, it would probably be most useful for the teachers to work together according to subject area, so that all English teachers are together, all math teachers are together, and so on.

One person from each content area group should be assigned to write all the introductory and closing parts for all the Kits developed for that content area, or at least to coordinate those sections so that they are as parallel as possible. In addition, one person should oversee the efforts of all Kit developers so that the Kits will be basically consistent across all content areas. Such consistency will aid the student who must work on several Kits in different content areas.

GETTING STARTED

The directions below will lead you step-by-step from the beginning of the Proficiency Skill Development Kit to the end. By following these directions, you will be using this Kit in a manner similar to the way in which your students will proceed through the Kit you will develop. Take as much or as little time as you need to complete each step.

I. Read and study the introductory sections of the Kit which follow this Getting Started section:

   A. The Competency Statement and the Objectives
   B. Why This Is Important To You
   C. Prerequisites
   D. Materials Needed for this Kit

II. Decide if you possess the prerequisite characteristics and skills. Do not proceed until you believe you have met the prerequisites.

III. Compile the materials needed for this Kit. Have them accessible as you work through the Kit.

IV. Work on objective 1.

   A. Read the Introduction.
   B. Take the Pre/post-test and score it using the Answer Key.
   C. Use the information on the Answer Key which cross references the sections of the test with the learning activities listed on the Record Page to decide which activities you should complete.
   D. Complete the needed activities, checking the exercises as you go.
   E. When all of the needed activities have been completed, take the pre/post-test again. You should pass it! If you don't, review the activities you had previously completed and/or do the activities you did not do the first time through.
   F. Record your progress on the Record Page.

V. Repeat steps A through F under IV for objectives 2 through 6.

VI. When you have completed all of the objectives, read the "Putting It To Use" section and put what you have learned to use!

THE COMPETENCY STATEMENT AND THE OBJECTIVES

COMPETENCY: To develop Proficiency Skill Development Kits (Kits) which are keyed to your district's proficiency test(s) for your own area and level of instruction.

OBJECTIVES:

1. To utilize information about your district's proficiency test to write instructional objectives for your Kit.

2. To incorporate existing instructional materials into your Kit by:
   a. cross-referencing them with your objectives,
   b. selecting appropriate resources by applying a set of criteria, and
   c. modifying them, as needed, to achieve your objectives.

3. To develop multiple, alternative learning activities which are keyed to your objectives and take into account learner characteristics.

4. To develop pretest, posttest and practice items which match the objectives of your Kit and are congruent with the requirements of your district's proficiency standards.

5. To develop the other components of your Kit:
   a. Getting Started
   b. Why This Is Important To You
   c. Prerequisite
   d. Materials Needed for this Kit
   e. Introduction
   f. Record Page
   g. Putting It To Use

6. To manage the use of the Proficiency Skill Development Kit in the classroom.

WHY THIS IS IMPORTANT TO YOU

Have you ever been in any one of these situations?

AS A STUDENT:

Have you studied for a test--
but discovered you had studied the "wrong things"? YES NO

Have you been able to breeze through your work--
but have had to wait for the other students to catch up? YES NO

Have you wished you had a little more time to spend on a particular topic--
but have had to move on to the next topic? YES NO

AS A TEACHER:

Have you taught your students the curriculum contained in the authorized textbook--
but found that they were tested on other areas? YES NO

Have you had able students whose major difference was the time it took them to learn--
but have had to keep them in "lock-step" instruction? YES NO

Have you had students who learn better using different kinds of instructional materials and activities--
but have had only one type of instruction for them? YES NO

AND, FINALLY, AS A CALIFORNIA EDUCATOR:

Are you responsible for implementing the instructional component of AB65, the state-mandated proficiency assessment program? YES NO

If you answered "yes" to any of the above questions, the objectives of this Proficiency Skill Development Kit (Kit) are important to you! By acquiring the skills to develop your own Proficiency Skill Development Kits, you will be able to avoid the first six situations described above and will be able to place confidence in the instruction you provide as a part of the California proficiency assessment program.

PREREQUISITES

This Proficiency Skill Development Kit is designed for use by individuals who exhibit certain characteristics and possess special skills which are prerequisite to successful completion of the learning activities and assessments in the Kit. Decide whether you meet each of the prerequisites listed below:

	YES	NO
1. Are you presently a teacher, counselor or administrator OR a student in advanced stages of a teacher training program?	___	___
2. Are you involved in some way with implementing the instructional component of California's AB 65 Proficiency Assessment Program?	___	___
3. Can you write behaviorally stated instructional objectives?	___	___
4. Do you have a basic understanding of the purposes, uses, advantages and disadvantages of various types of instructional strategies and media?	___	___
5. Do you have a basic understanding of the uses and types of test items which can be used to assess learner performance?	___	___

If you answered "NO" to items 1 or 2, this Kit probably is not relevant to your current needs and/or you may not have access to the information and materials needed to complete this Kit.

If you answered "NO" to items 3, 4 or 5, you may obtain additional information from the resources listed in Appendix A. When you believe that you can answer "YES" to each item, go on with the Kit as directed in the Getting Started section.

MATERIALS NEEDED FOR THIS KIT

In addition to the materials which are included in this Proficiency Skill Development Kit, you will need the following:

1. Information about your district's AB65 proficiency standards and tests for your area and level of interest.
   a. Proficiency standards in reading, mathematics and composition
   b. Proficiency assessment information in one of the following forms:
      (1) test items or sample test items
      (2) objectives assessed by the exam(s)
      (3) item specifications which were used to develop the items

2. Currently used or available instructional materials in your area of interest which may be appropriate for use in teaching the skills and/or competencies assessed by your district's proficiency tests:
   a. Print and non-print materials
   b. Commercially and locally (teacher) produced materials
   c. Free and inexpensive resources

3. Your school's or your district's criteria for evaluating/selecting instructional materials. (Desirable, but not essential for the completion of this Kit)

4. Information about the characteristics of the learners for whom you will be developing your Proficiency Skill Development Kit (achievement levels in reading, math and composition/language skills, demographic data, learning styles, study skills etc.)

RECORD PAGE

Directions: As you complete each component of this Proficiency Skill Development Kit, record your progress by checking it off in the "Completed" column. When you decide which learning activities you need to do, check them off in the "To Do" column.

	TO DO	COMPLETED
I. Introductory Sections		
A. Getting Started	✓	___
B. Competency Statement and Objectives	✓	___
C. Why This Is Important To You	✓	___
D. Prerequisites	✓	___
E. Materials Needed for This Kit	✓	___
II. Prerequisites Met	✓	___
III. Materials Needed for This Kit compiled and accessible	✓	___
IV. Objective 1 - Writing Instructional Objectives		
A. Introduction	✓	___
B. Pre/post-Test	✓	___
C. Needed Learning Activities		
1. AB 65 - Integrating Curriculum, Instruction and Assessment	___	___
2. Competency vis-à-vis Basic Skill	___	___
3. Why Do You Need Objectives?	___	___
4. Sources of Information for Objectives	___	___
5. How Do You Write Objectives for a Kit?	___	___
D. Pre/post-Test	___	___
E. Additional work, if needed	___	___
F. Pre/post-Test repeated, if needed	___	___
V. Objective 2 - Incorporating Existing Materials		
A. Introduction	✓	___
B. Pre/post-Test	✓	___
C. Needed Learning Activities		
1. Use "As Is," Adapt or Develop?	___	___
2. Selecting from Available Resources	___	___
3. Determining the Readability of Print Material	___	___
4. Cross Referencing Existing Materials with Objectives	___	___
5. Adapting Materials	___	___
6. Copyright Considerations	___	___
D. Pre/post-Test	___	___
E. Additional work, if needed	___	___
F. Pre/post-Test repeated, if needed	___	___
VI. Objective 3 - Developing Learning Activities		
A. Introduction	✓	___
B. Pre/post-Test	✓	___
C. Needed Learning Activities		
1. Your Students	___	___
2. Learning Activities: Four Considerations	___	___
3. The Functions of the Events of Instruction	___	___
4. Writing Learning Activities	___	___
D. Pre/post-Test	___	___
E. Additional work, if needed	___	___
F. Pre/post-Test repeated, if needed	___	___

		TO DO	COMPLETED
VII.	Objective 4 - Developing Assessments		
	A. Introduction	✓	___
	B. Pre/post-Test	✓	___
	C. Needed Learning Activities		
	1. Purposes of Tests	___	___
	2. Criterion-Referenced Tests: Definitions and Characteristics	___	___
	3. Types of Criterion-Referenced Tests	___	___
	4. Selecting and/or Writing Tests	___	___
	D. Pre/post-Test	___	___
	E. Additional work, if needed	___	___
	F. Pre/post-test repeated, if needed	___	___
VIII.	Objective 5 - Developing Other Kit Components		
	A. Introduction	✓	___
	B. Pre/post-Test	✓	___
	C. Needed Learning Activities		
	1. Components of Proficiency Skill Development Kit	___	___
	2. Kit Components and the Functions of Instruction	___	___
	3. Developing Kit Components:		
	a. Getting Started	___	___
	b. Why This Is Important to You	___	___
	c. Prerequisites	___	___
	d. Materials Needed for This Kit	___	___
	e. Introductions	___	___
	f. Record Page	___	___
	g. Putting It To Use	___	___
	4. Preparing Your Kit for Student Use	___	___
	5. Reviewing the Steps in Developing a Kit	___	___
	6. A Kit Checklist	___	___
	D. Pre/post-Test	___	___
	E. Additional work, if needed	___	___
	F. Pre/post-Test repeated, if needed	___	___
IX.	Objective 6 - Managing Kits in the Classroom		
	A. Introduction	✓	___
	B. Pre/post-Test	✓	___
	C. Needed Learning Activities		
	1. Summary: How A Student Uses a Kit	___	___
	2. Grouping as a Way to Implement Learning Activities	___	___
	3. Other Strategies for Managing Kits in the Classroom	___	___
	D. Pre/post-Test	___	___
	E. Additional work, if needed	___	___
	F. Pre/post-Test repeated, if needed	___	___
X.	Putting It To Use	✓	___

OBJECTIVE 1

WRITING INSTRUCTIONAL OBJECTIVES

OBJECTIVE: To utilize information about your district's proficiency test to write instructional objectives for your Kit.

INTRODUCTION: As an experienced educator, you probably need no introduction to the topic of instructional objectives per se. For the past two decades, objectives have been given a great deal of attention in all subjects and levels of education. As with other approaches to instruction, objectives are the foundation on which a Proficiency Skill Development Kit is built. They are particularly crucial in Kits designed to prepare students in the skills and knowledge assessed by your district's proficiency exam. The requirements of the exam provide the blueprint which will guide you in writing the objectives. The objectives, in turn, will serve as the basis for designing instruction and assessment in your Kit.

In this objective you will learn about the crucial elements of curricular and instructional validity as they relate to AB65 and your instructional program and how objectives function to provide the necessary integration of curriculum, instruction and assessment. Learning how to distinguish between competencies and basic skills will assist you in analyzing the requirements of your district's proficiency exam and in writing objectives to match those requirements.

You are undoubtedly aware of several of the purposes served by objectives, but can you list eight such purposes? You will be able to do so after completing this objective. This knowledge will guide you in making full use of your objectives.

Finally, you will learn how to write the objectives for your own Kit by using the sources of information available concerning your district's proficiency standards and exam.

As a result of completing the activities of this objective, you will have a set of objectives for your Kit which will be used throughout the rest of the objectives/activities of this Proficiency Skill Development Kit.

OBJECTIVE 1

WRITING INSTRUCTIONAL OBJECTIVES

PRE/POST-TEST

Part I - To be completed for the pretest and the post-test
This part of the test assesses knowledge and skills needed to complete Part II of the test.

Determine whether the proficiency test items described in the following situations have curricular and instructional validity:

1. District XYZ has included in its proficiency examination items which assess a student's ability to plan nutritious meals. In the test items, a list of possible foods is given from which the student is to select items to comprise a nutritious meal. One of the goals of the district is "to maintain personal physical health." During the required health course, students must decide which of given meal descriptions are nutritious and which are not.

   a. Curricular validity YES NO

   b. Instructional validity YES NO

2. District 123 requires its students to distinguish between checks which are correctly written and those which are incorrectly written. One of the district's goals in the area of communication skills is "to understand and complete common forms required of consumers." Students in the 9th grade are required to pass a pretest or complete a module on checking accounts. The pretest and module include the completion of actual checks and the evaluation of already-completed checks.

   a. Curricular validity YES NO

   b. Instructional validity YES NO

Decide whether each of the following is a basic skill or a competency:

3. Distinguish between examples of facts and examples of opinions.

   basic skill OR competency

4. Operate a manual voting machine to select the candidates of your choice on a sample ballot.

   basic skill OR competency

5. Compute the differences between original and sale prices of items.

   basic skill OR competency

6. Subtract three or four digit minuends from four digit subtrahends having three zeros.

   basic skill OR competency

List six purposes served by objectives:

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Look at each type of information below. Decide whether it is:

a. an item specification
b. an objective
c. a sample item

13. *Content Area:* **WRITTEN EXPRESSION**

Subcontent Area 1.0: **SENTENCE RECOGNITION**

Skill 1.2: Adding a complete predicate to a subject to make a sentence

Performance Mode: Given a sentence in which the complete predicate has been omitted, the student will select from four options the one that is a complete predicate.

Item Stem Characteristics: The item stem will contain the question "Which group of words should go in the blank to complete the sentence?" Words used in the sentence will have a designation of fourth grade level or below. The sentence to be completed will be a simple sentence. The item stem will contain only the complete subject (subject and modifying adjectives) followed by a blank.

Distracter Characteristics: The distracters will be groups of words that do not contain a complete predicate, although they may contain verbals. Words used in the distracters will have a designation of fourth grade level or below. The distracters should be consistent in content with the complete sentence. The distracters will be of approximately the same length as the correct response.

This is a(n) _____

14. The student will be able to distinguish between complete and incomplete sentences.

This is a(n) _____

15. Select the complete sentence:

a. Hank Aaron, known throughout the world for his baseball records.
b. Getting rich is her goal.
c. One mistake caused by his not reading the question.
d. Without a single thought to his own safety, the man, climbing the burning staircase.

This is a(n) _____

Part II - To be completed ONLY as part of the pretest. If you are not sure of how to do this section, refer to the Answer Key for Activities.

1. What type of information do you have about your district's AB65 proficiency examination(s):

   ____a. item specifications

   ____b. objectives

   ____c. sample items

   ____d. other type of information:_____

2. (a) Write four behaviorally stated instructional objectives which are matched to the requirements of your district's proficiency exam. They should be for your area and level of interest, and they should all be closely related to each other. Write them so that your students can understand them.

   Objective #1_____

   _____

   Objective #2_____

   _____

   Objective #3_____

   _____

   Objective #4_____

   _____

   (b) Write one statement which summarizes the competency described by your objectives.

   Competency Statement:_____

   _____

   _____

OBJECTIVE 1

WRITING INSTRUCTIONAL OBJECTIVES

ACTIVITY 1

AB 65: INTEGRATING CURRICULUM, INSTRUCTION AND ASSESSMENT

California educators have been given the responsibility by the State Legislature to implement the proficiency assessment provisions of AB 65. Your local district, as well as every other district throughout the state, has (1) adopted its own standards of proficiency, (2) selected or developed measures to assess these standards, and (3) initiated the cycle of periodic assessment, parent conferences and remedial instruction. As students are assessed once in grades 4 through 6, once in grades 7 through 9, and twice in grades 10 through 11, it is anticipated that deficiencies in basic skills will be identified. Students then will receive appropriate assistance to attain the skills prior to high school graduation. Clearly, the intent of the Legislature was to provide each student with the knowledge and skills required to function effectively in contemporary society. An assessment program alone cannot accomplish this task. The success of AB65 depends upon the extent to which the assessment program is linked to, in fact integrated with, the instructional program.

The assessment-instruction match is a critical feature of the law which has legal, as well as educational, implications. Unless a test has both curricular and instructional validity, it may be vulnerable to legal challenge. This means that the proficiency measures must reflect the goals and objectives stated in the curriculum and also reflect the actual instruction provided to the students. It is not fair to require a student to demonstrate a competency for which no, little or inadequate instruction has been provided.

To determine whether a proficiency exam has curricular validity, the items in the test must be compared with the goals and objectives delineated in the district's curriculum. Curricular validity, however, does not ensure instructional validity. Goals and objectives stated in the curriculum are not always translated into actual instruction. Therefore, to determine the instructional validity of a proficiency test, the items must be compared with the instructional program as it is being implemented in the classroom.

It is highly probable that your district's proficiency test matches your curriculum and instruction to a large extent. Because of the critical nature of the law in terms of the types of decisions to be made (pass/retain, graduate/not graduate) and the potential legal issues, it is imperative that each district systematically analyze its curriculum, instruction and proficiency assessment measures to verify their congruence. If during this analysis, any mismatches become evident, appropriate action must be take to introduce the proficiency being assessed into the curriculum and the instructional program.

Let's analyze several hypothetical situations for curricular and instructional validity.

Hypothetical Situation #1

District A has included in its proficiency test, items which assess the ability to balance a checkbook. One of the stated goals of the curriculum is: to enable students to become effective consumers. A specific objective is "The students will be able to apply basic computational skills to real life situations as a consumer." Consumer mathematics is an elective course taken by approximately 20% of the students. The required math course provides instruction in basic computational skills, but not in their application to consumer competencies such as balancing a checkbook. The assumption is that students who are proficient in basic computational skills can transfer those skills to consumer situations, such as balancing a checkbook.

Do the proficiency test items which assess the ability to balance a checkbook have:

a. curricular validity? YES NO

b. instructional validity? YES NO

Hypothetical Situation #2

District B's proficiency exam contains an item which requires the ability to write a business letter. One of the curricular goals of District B is: "To be able to communicate effectively in writing for personal, social and business purposes." Each ninth grade teacher has received a packet of instructional materials developed by a district task force of English and business teachers for use in teaching how to write effective business letters.

Does the proficiency test item which assesses the ability to write a business letter have:

a. curricular validity? YES NO

b. instructional validity? YES NO

Hypothetical Situation #3

District C requires its students to demonstrate an ability to read a bus schedule. The reading committee decided that this is a math objective and did not include it in the reading curriculum; the math committee believed that this is a reading objective and did not include it in the math curriculum. Most of the math teachers assume that the skill is being taught by the reading teachers, while the reading instructors are under the impression that the math teachers are covering this skill.

Do the proficiency test items which assess the ability to read a bus schedule have:

a. curricular validity? YES NO

b. instructional validity? YES NO

(SEE THE NEXT PAGE FOR THE ANSWERS.)

ANSWER KEY (OBJECTIVE 1 - ACTIVITY 1)

#1 - a. YES The items possess curricular validity to the extent that it can be assumed that balancing a checkbook is one of the "real life situations as a consumer" mentioned in the District's objective.

b. NO The items do not possess instructional validity because the current program does not provide to all of the students instruction which precisely matches the skills measured on the proficiency examination.

#2 - a. YES The item possesses curricular validity because writing a business letter is one of the written communication skills required for business purposes.

b. YES Probably! The critical issue here as it relates to instructional validity is whether each teacher uses the materials provided (or other appropriate materials) to teach the task of writing a business letter.

#3 - a. NO

b. NO

OBJECTIVE 1

WRITING INSTRUCTIONAL OBJECTIVES

ACTIVITY 2

COMPETENCY vis-à-vis BASIC SKILL

AB 65 is referred to as a competency testing and/or education program, as are similar programs established in over thirty states. In some places, the term "competency" has been equated with the term "basic skill"; in other places, "competency" refers to the performance of a real life task which requires the application of one or more "basic skills." This discrepancy in the definition, interpretation and utilization of the term "competency" is also evident within the state of California. Because each district was given the responsibility of developing its own proficiency standards, there is a wide range in the types of performances demanded by the various proficiency examinations. At the minimum, each district must assess basic skills in reading comprehension, writing and computation. The legislation refers additionally to "skills and knowledge required for adult life"; "skills necessary to life experiences"; "knowledge, skills and confidence required to function effectively in contemporary society"; and "competence...(to) cope successfully with a complex society." These statements have been used by many districts as the basis for including real life tasks in their proficiency standards and the measures used to assess them. Clearly, the intent of the law was to have the standards relate to the kind and level of skills necessary for students to function effectively in society. How this intent is being carried out varies from district to district.

The above discussion is important to you as you begin to develop a Proficiency Skill Development Kit. Regardless of how you personally define "competency" your district's proficiency standards provide the description of the minimum knowledge and skills required of your students. On the one hand, if your district demands the application of basic skills to real life tasks (functional competencies), your instruction must provide for the mastery of those competencies. Instruction in discrete basic skills without real life applications would not suffice. On the other hand, if your district's proficiency standards specify only the mastery of discrete basic skills, you must provide instruction adequate for the attainment of those skills, but may also include instruction related to their real-world applications. Remember, the law is an effort to establish minimums; it sets the floor, not the ceiling. In your instructional program, you will want to go beyond the minimum skills and/or competencies adopted by your district.

CAN YOU DISTINGUISH BETWEEN A BASIC SKILL AND A COMPETENCY?

1. Multiply a four digit numeral by a two digit numeral.

   basic skill or competency

2. Give the meanings of abbreviations found in want ads.

   basic skill or competency

3. Compute the interest charged for the use of credit.

basic skill or competency

4. Give the meaning of the prefixes "en," "dis," "mis," and "un."

basic skill or competency

5. Identify the mistakes in subject-verb agreement.

basic skill or competency

6. Write a grammatically correct letter to a friend.

basic skill or competency

(Turn this page upside down to check your answers.)

ANSWERS

1. basic skill
2. competency
3. competency
4. basic skill
5. basic skill
6. competency

OBJECTIVE 1

WRITING INSTRUCTIONAL OBJECTIVES

ACTIVITY 3

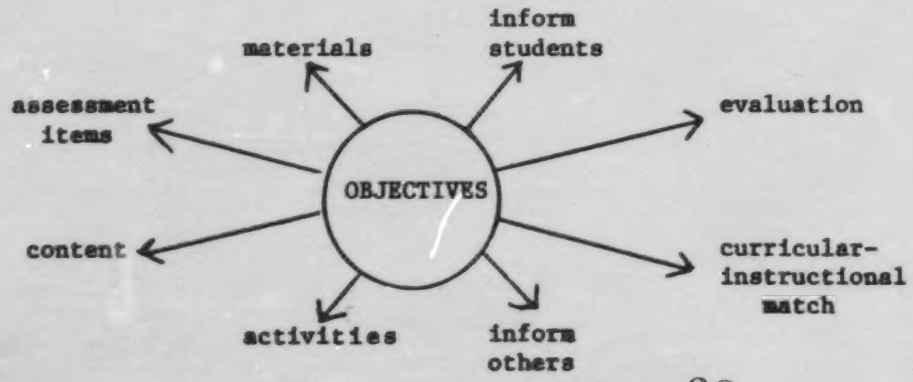
WHY DO YOU NEED OBJECTIVES?

You have probably written many objectives in your career as an educator. The uses to which you have put the objectives you've written would fall someplace on the continuum from "filing them in the bottom drawer" to using them for all of the functions described below. The objectives you include in your Proficiency Skill Development Kit will serve the many purposes outlined in the following list.

THE OBJECTIVES WILL:

1. Be the basis from which you write your pre-, post-, practice performance items for your Kit.
2. Provide the framework from which you will outline the scope and sequence of the content of the Kit.
3. Guide you in selecting appropriate instructional resources to be used in the Kit.
4. Be the major consideration in developing learning activities for the Kit.
5. Indicate to your students what will be required of them.
6. Inform administrators, parents and other interested people as to the exact content of your instructional program.
7. Provide a means for evaluating the effectiveness of your Kit.
8. Ensure a curricular-instructional match with your district's proficiency assessment.

The purposes served by objectives can be depicted graphically as in the figure below.



Exercise

Imagine that you are talking with another teacher who sees no reason for writing instructional objectives. He says that he's been teaching for years and knows in his own mind what he needs to teach. Jot down the purposes served by specifying objectives which you would describe to him. Then check your list with the list on the preceding page.

1.

2.

3.

4.

5.

6.

7.

8.

(Did you remember all of the functions served by objectives?)

OBJECTIVE 1

WRITING INSTRUCTIONAL OBJECTIVES

ACTIVITY 4

SOURCES OF INFORMATION FOR OBJECTIVES

In order to develop a Proficiency Skill Development Kit which matches your district's proficiency test, you will need information about the skills/competencies assessed by the test. The type of information available to you will vary depending upon the approach your district used in developing its test. It is likely that you will have available to you information about your district's measures in one of the following three forms:

1. item specifications
2. objectives
3. items only

Let's look at each of the above more closely.

1. Item specifications

Some districts have developed item specifications which describe the content, skill and characteristics to be included in the measure. An item specification represents a domain of behaviors which has been clearly defined. The item specification is used to generate test items which sample the behaviors in the domain it describes. It is possible to write many items from a single specification. All of the items derived using the same item specification should assess equivalent behaviors.

Here is a sample of an item specification taken from the Sample Assessment Exercises Manual (SAEM) workshop materials developed by the Office of Program Evaluation and Research.

Content Area: MATH

Subcontent Area 2.0: ARITHMETIC COMPUTATION

Skill 2.3: Subtracting whole numbers without renaming

Performance Mode: Given two numbers, the student will subtract them and select the correct answer from four options.

Item Stem Characteristics: The item stem will contain two whole numbers aligned vertically or horizontally with a correctly positioned subtraction sign. The whole numbers will contain one, two, or three digits each, none of which may be a zero. While subtracting, the student will not be required to rename, or "borrow," digits from one column to the next.

Distracter Characteristics: The distracters will be whole numbers with one, two, or three digits and will be the result of making an error in the basic facts, failing to interpret positional value correctly, failing to identify the operation sign correctly (for example, adding instead of subtracting), or merging minuend and subtrahend.

$$\begin{array}{r} 493 \\ -\,82 \\ \hline \end{array}$$

A. 11
B. 114
C. 375
D. 411

As you can see, the sample item specification could be used to write many more items than just the example included in the specification. In fact, a pool of equivalent items could be generated to use in alternate forms of the proficiency test and to incorporate into the instructional program. The description of the item characteristics will be especially useful in developing instruction which provides students with the opportunity to practice the skill assessed by the test.

2. Objectives

Many districts have written objectives which in turn were used to develop or select assessment items. The specificity with which the objectives have been written varies from district to district. In some cases, they may be quite general: "The student will identify basic geometric shapes." In other instances, the objectives may be rather specific: "Given a picture of a square, a triangle, an oval, a pentagon, or an octogon, the student will select the name of the pictured shape from a list of five choices." Which of the two examples would provide you with the most useful information in designing instructional activities which match the assessment items? The second more specific objective would be more helpful. You would know which of the many possible geometric shapes the students might be tested on, and you would know the manner in which they would be asked to identify the shapes.

An objective will not provide you with as much detailed information as will an item specification. In both cases, however, it is important to remember that the test is assessing only a sample of one or two of the possible behaviors in the domain of behaviors described by the specification or objective. The more information you have about the domain being sampled, the more closely matched your instruction will be to the assessment.

3. Items Only

In some districts, the type of information you will have available will be the actual test items only, or more likely because of the need for test security, examples which parallel the items on the actual test. You may, for instance, be given several examples which assess the learner's understanding of prefixes--the prefixes in the example being "un," "dis," and "re." You need to keep in mind that the example items, as well as the actual test items, are samples of the behaviors in the given domain of behaviors. In this case, where only examples are provided, you do not have many clues to the scope and difficulty of the domain being sampled. You will need to use your professional judgment in inferring which of the many prefixes might be assessed in the test and then provide instruction which permits the students to practice on tasks you think will match the proficiency test items.

Achieving an assessment-instruction match will be facilitated when teachers and others involved in the development of instructional programs are provided with detailed descriptions of each of the skills/competencies measured. The object is not to "teach to the test" in the sense of teaching students to respond correctly to only the specific items on the actual test. The actual items on the test represent only a sample of the possible behaviors. We want to "teach to the test" in the sense that we prepare our students to perform the behaviors described in the item specification or the objective or inferred from the exemplary items. When during the course of instruction, students have demonstrated their proficiency on numerous tasks which parallel the actual test items, we can be confident that they will perform well on the actual test also.

Exercises

1. Look at each type of information below. Decide whether it is:

   a. an item specification
   b. an objective
   c. a sample item

   ____1. The student will be able to write checks.

   ____2. Use the blank check below to write a check to Mary Smith from John Conners for $15.35 on the twelfth of May, 1979.

   ____3. Content Area: Written expression
   Subcontent Area: Consumer forms
   Skill: Writing checks

   Performance Mode: Given the required information in written form, the student will write the information in the correct form and in the appropriate places on the blank check form provided.

   Item Stem Characteristics: The item stem will contain all of the information needed to write the check: Date written in words (e.g., tenth of September, 1966); payee's name (first name first, no title); amount of check in numbers; and the payer's name. No extraneous information will be provided.

   Distractor Characteristics: None, since this is a supply rather than a selection-type item.

(Turn this page upside down to see if your answers are correct.)

2. You should have acquired some information about your district's AB 65 proficiency standards and measures before beginning this Kit. (See "Materials Needed for the Kit.") Review this information. Decide whether you have:

   a. item specifications
   b. objectives
   c. actual or sample items
   d. other

   Which type of information do you have?

   _____

ANSWERS

1. b
2. c
3. a

OBJECTIVE 1

WRITING INSTRUCTIONAL OBJECTIVES

ACTIVITY 5

HOW DO YOU WRITE OBJECTIVES FOR A KIT?

The objectives you write for your Kit will be used for the eight purposes outlined in Activity 3. Because they will be a source of information for your students and for parents and other interested community members, they should be written in language that will be understood by noneducators. How much work you will have to do depends upon the type of information you have about your district's proficiency exam. If you have been given a list of objectives or a set of item specifications, your only task is to write the objectives at a level understandable to your students. In some cases, if the objectives are too general, you may need to break them down into sub-objectives. If you've been given sample items, you must infer the objective they are assessing and write an appropriate statement.

Let's look at some examples:

a. An objective states "addition and subtraction of fractions and mixed numbers in narrative format." A math teacher would understand this statement; a seventh grade student may not. For a Kit, the statement could be rewritten: "You will solve problems you read about in stories by adding and subtracting fractions and mixed numbers."

b. You've been given an item specification which includes:
   Skill: Using commas in sentences and letters
   Performance Mode: Given four options for punctuating a sentence (or a part of a letter), the student will select the option in which commas are correctly used.
   Again, this is a very useful statement for the teacher, but it is not likely to be understood by a seventh grader. The objective for the Kit might read "You will choose the correct use of commas in sentences and letters."

c. Perhaps a teacher has received the following sample items:

(1) I have two_____	(2) What a _____
a. cats,	a. shame?
b. cats?	b. shame!
c. cats.	c. shame,
d. cats!	d. shame.

Obviously, these items are assessing the students' ability to select the correct form of end punctuation. You might write this objective for your Kit: "You will select the correct mark for the end of different kinds of sentences."

Exercise

Look at the information you have about your district's proficiency exam. Write three to five objectives for your area and level of interest derived from that information. Write statements which will be understood by your students. To check your objectives, ask a colleague to review them for their match with the information you have about your district's proficiency standards. Second, ask several of your students to read the objectives and explain to you what they mean. If your objectives don't match the exam data or can't be understood by your students, revise them until they meet these two criteria.

YOUR OBJECTIVES:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

Writing a Competency Statement

Your Proficiency Skill Development Kit will be developed to teach several closely related objectives. Mastery of the set of objectives will indicate that the learner is competent in the given area described by the objectives. You will decide how many objectives to include in your Kit. You can have as few as one or two or more than five or six.

Exercise

Look at the objectives you wrote in the first part of this activity. Are they all closely related? If not, select those that are and mark them with asterisks. These will be the objectives for your Kit. Now write a competency statement which is like an umbrella for the scope, content and performance(s) included in the objectives.

COMPETENCY STATEMENT: _____

_____

_____

_____

_____

_____

_____

OBJECTIVE 1

WRITING INSTRUCTIONAL OBJECTIVES

PRE/POST-TEST

Part I - To be completed for the pretest and the post-test.
This part of the test assesses knowledge and skills needed to complete Part II of the test.

Determine whether the proficiency test items described in the following situations have curricular and instructional validity:

1. District XYZ has included in its proficiency examination items which assess a student's ability to plan nutritious meals. In the test items, a list of possible foods is given from which the student is to select items to comprise a nutritious meal. One of the goals of the district is "to maintain personal physical health." During the required health course, students must decide which of given meal descriptions are nutritious and which are not.

   a. Curricular validity YES NO

   b. Instructional validity YES NO

2. District 123 requires its students to distinguish between checks which are correctly written and those which are incorrectly written. One of the district's goals in the area of communication skills is "to understand and complete common forms required of consumers." Students in the 9th grade are required to pass a pretest or complete a module on checking accounts. The pretest and module include the completion of actual checks and the evaluation of already-completed checks.

   a. Curricular validity YES NO

   b. Instructional validity YES NO

Decide whether each of the following is a basic skill or a competency:

3. Distinguish between examples of facts and examples of opinions.

   basic skill OR competency

4. Operate a manual voting machine to select the candidates of your choice on a sample ballot.

   basic skill OR competency

5. Compute the differences between original and sale prices of items.

   basic skill OR competency

6. Subtract three or four digit minuends from four digit subtrahends having three zeros.

   basic skill OR competency

List six purposes served by objectives:

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Look at each type of information below. Decide whether it is:

a. an item specification
b. an objective
c. a sample item

13. *Content Area:* **WRITTEN EXPRESSION**

Subcontent Area 1.0: **SENTENCE RECOGNITION**

Skill 1.2: Adding a complete predicate to a subject to make a sentence

Performance Mode: Given a sentence in which the complete predicate has been omitted, the student will select from four options the one that is a complete predicate.

Item Stem Characteristics: The item stem will contain the question "Which group of words should go in the blank to complete the sentence?" Words used in the sentence will have a designation of fourth grade level or below. The sentence to be completed will be a simple sentence. The item stem will contain only the complete subject (subject and modifying adjectives) followed by a blank.

Distracter Characteristics: The distracters will be groups of words that do not contain a complete predicate, although they may contain verbals. Words used in the distracters will have a designation of fourth grade level or below. The distracters should be consistent in content with the complete sentence. The distracters will be of approximately the same length as the correct response.

This is a(n) _____

14. The student will be able to distinguish between complete and incomplete sentences.

This is a(n) _____

15. Select the complete sentence:

a. Hank Aaron, known throughout the world for his baseball records.
b. Getting rich is her goal.
c. One mistake caused by his not reading the question.
d. Without a single thought to his own safety, the man, climbing the burning staircase.

This is a(n) _____

OBJECTIVE 2

INCORPORATING EXISTING MATERIALS

OBJECTIVE: To incorporate existing instructional materials into your Kit by:
a. cross-referencing them with objectives,
b. selecting appropriate resources by applying a set of criteria, and
c. modifying them, as needed, to achieve your objectives.

INTRODUCTION: The Introduction to Objective 1 used an analogy which compared objectives to the foundation of a building and information about your district's proficiency exam to the blueprint used to construct the foundation. The resources you incorporate into your Kit might be considered as the raw materials to be used in the construction: the sand, gravel, water, etc. which combine to form the building blocks (learning activities) and the mortar (the other Kit components) of which a building (or a Kit) is constructed.

This Kit is aimed at meeting REAL needs. In addition to developing instructional programs which effectively teach students the skills and knowledge specified in your district's proficiency standards, there is a real need to accomplish this goal in a manner which is economically acceptable. Waste is unacceptable at any time, but our current financial situation compels us to make use of existing, already available resources and proscribes extensive purchase and/or development of new materials. Therefore, in developing your Kit you will need skills in analyzing, selecting, organizing, and adapting existing materials. If you already have a stockpile of sand, gravel, water, etc. which can be used effectively, it may not be cost effective to purchase or manufacture synthetic materials for your building.

In this objective you will learn about the choices you have in using existing materials and how to decide which option is most appropriate. You will develop a set of criteria which you will apply in selecting from available resources.

Several methods you can use to determine if the readability level of print materials is suitable for your students are presented with opportunity for you to practice using them in a variety of ways.

To assist you in organizing the resources you have available to you, a step-by-step procedure and the necessary forms are provided which guide you through the task.

Finally, you are given suggestions for and practice in adapting materials to meet specific criteria, and further discussion about copyright considerations is presented.

As a result of completing Objective 2, not only will you have gained the skills outlined above, but also you will have developed an objectives-materials matrix which will reference the raw materials you need to develop the Learning Activities of your Kit.

OBJECTIVE 2

INCORPORATING EXISTING MATERIALS

PRE/POST-TEST

Part I - To be completed for the pretest and the post-test.
This part of the test assesses knowledge and skills needed to complete Part II of the test.

(1-3) Decide what you would do in each of the situations described.

a. Use materials "as is."
b. Adapt materials.
c. Develop new materials.

____1. Your district requires students to interpret the information contained in the bills sent by the various utility companies in your local area (phone, electricity and gas). You have several instructional products published for national distribution which provide instruction and practice in interpreting information commonly found on utility bills across the country. While your local bills share many commonalities, they also differ in some respects from the models included in the commercially available materials. What would you do?

____2. Your students will be asked to compute the distance, rate or time when presented with the other two factors in a word problem. The math book currently being used presents the formulas, explains the procedures, provides examples, and includes opportunities for the students to practice with word problems. What would you do?

____3. Your district's proficiency exam contains items which assess a student's knowledge of your town's community resources. It is only with the advent of AB65 that this objective has been included in the curriculum. Currently, when people want to learn about available community resources, they must make a series of phone calls and/or office visits to locate the information they need. What would you do?

____4. Which of the following do you use as your major source of information about instructional products/materials you are considering for purchase?

a. advertisements in professional journals
b. information from sales representatives at educational meetings
c. brochures and/or sample sections of the materials
d. a "preview" copy of the actual complete material

____5. Which of the following is true about your materials selection criteria?

a. You use no explicit or implicit criteria, but rather rely on impulse or intuition.
b. You have a set of implicit criteria (standards you carry around in your head) on which you base your decisions.
c. You have a list of explicit, carefully derived criteria which you systematically apply to your selection decisions.

6. List at least five criteria you consider when selecting instructional materials:

a. _____

b. _____

c. _____

d. _____

e. _____

7. Read the passage below. Determine its readability level.

The readability level of the passage is _____.

> Wherever man goes, the amazing rat is sure to follow. Rats can live in even the worst conditions and disasters. The average rat can wiggle through a hole no larger than a quarter and climb a brick wall as if it were a ladder. Being washed away in water will not destroy him. He can swim half a mile and float for three days. Even if a rat falls from a five-story building, he will not be hurt. The rat's sharp teeth can gnaw through metal pipes and make dust out of brick blocks. Rats live only one year, but a pair of them will have thousands of babies before they die.

8. What is the lowest reading level of the students for whom you are developing your Kit?_____ Write a passage of 100 words at that reading level about the topic of your Kit.

(9-12) For each limitation of an instructional product listed below, suggest a possible modification. If there is no way to eliminate the limitation, write "None."

9. The content is not up-to-date._____

10. No opportunity is provided for learners to practice the desired performance.

11. The material is biased toward/against a cultural, racial, religious or ethnic group.

12. Pre-, placement or diagnostic assessments are not included._____

(13-15) Decide whether the situations described below are or are not in violation of copyright laws.

13. A teacher does not have time to obtain a government pamphlet on housing from Consumer Affairs in Pueblo, Colorado, so he makes 25 copies of the one pamphlet he has to distribute to his students.

____a violation ____not a violation

14. An instructional designer locates a copyrighted workbook which, for the most part, does not meet the requirements of the objectives and the target population. Two pages, however, are exactly what she would like to use, so she types them verbatim from the workbook, and reproduces copies of the material, and distributes it.

____a violation ____not a violation

15. You have found a newspaper article which presents an example of consumer fraud. You include an excerpt from the article and quote the source.

____a violation ____not a violation

Part II - To be completed ONLY as part of the pretest. If you are not sure of how to do this section, refer to the Answer Key for Activities.

1. Have you reviewed existing resources (either already owned or currently available for purchase) to locate possible instructional materials to teach the objectives you wrote in Objective 1?

___ YES ____ NO

If YES, continue. If NO, stop.

2. Has your search included:

print materials	YES	NO
non-print media	YES	NO
human and community resources	YES	NO

3. Have you correlated the materials and sections of the materials with your instructional objectives?

____YES ____NO

4. Have you determined the readability level of the materials?

____YES ____NO

5. Have you applied a set of criteria to the materials to determine which should be eliminated from consideration and which should be selected for use?

____YES ____NO

6. Have you determined how you will adapt materials which are not suitable for use "as is"?

____YES ____NO

OBJECTIVE 2

INCORPORATING EXISTING MATERIALS

ACTIVITY 1

USE "AS IS," ADAPT OR DEVELOP?

You have three choices regarding the materials you will use in your Kit. First, you can consider using available commercial materials "as is." Second, you might see a need to modify the existing materials in some way. Finally, you may find that you need to develop your own materials because available resources are neither appropriate "as is" nor adaptable to meet your needs.

Occasionally, you will locate resources which are ideally suited in every way for incorporation into your Kit exactly as they come from the publisher. As the accountability movement spreads to the producers of instructional materials, you will probably see more products which have evidence of rigorous development and evaluation to support their claims of effectiveness. Likewise, as there is a greater demand for competency-based materials, you will receive products which include the instructional structure and components characteristic of CBE. Now, however, materials which are labeled "competency-based" need to be carefully examined to determine if, in fact, they do incorporate CBE principles or if they are merely the same old things with the latest bandwagon title.

Most frequently you will discover that there are usable materials available, although perhaps not in the exact form desired. In such instances, you may have to combine several resources to provide adequate instruction; you may need to develop some missing components, such as pretests or practice activities; or you may have to delete portions of the materials which are not suited to your program. Obviously, it is less time-consuming and requires fewer technical skills to modify existing materials than to design and develop a new product.

There will be times when new materials must be developed. If your district has included as one of its proficiency standards a knowledge, skill or competency previously not found in the traditional curriculum, there may not be materials available. Or, perhaps, the existing materials do not have the reading or interest level suitable for your learners. A college textbook on economics or a tax accountant's IRS manual would not be appropriate to use with junior high school students who need to learn the purposes and procedures of our federal income tax system. These resources, however, could be used as references for developing new instructional materials.

Usually teachers have neither the time nor the resources to develop all of the instructional materials required to meet the objectives of their learners. Therefore, acquiring the skills needed to select and adapt existing materials will help you to better meet your students' needs within the realistic constraints of your time, energy and other resources.

Keep in mind that whether materials are used "as is," adapted or developed anew, the purpose is to provide instruction that will ensure that the students attain the specified objective.

Exercises

Let's look at several examples. Decide if you would:

a. Use "as is."
b. Adapt.
c. Develop new materials.

____1. One of your district's objectives requires students to interpret the parts of a contract. You have a commercially-available filmstrip which explains the parts of a contract and provides two examples. The filmstrip does not have any test items nor does it provide opportunity for students to practice interpreting the parts of a contract. Your students understand the explanation which is accurate and complete. What would you do?

____2. Your tenth grade students will be required to demonstrate their ability to apply the principles of comparison shopping on the district's proficiency examination. Last year a specially-funded project developed, tried out and validated a set of learning modules to teach consumer skills to high school students. One of the modules focused on comparison shopping. Each module contains pre/post-tests, explanatory information, sample cases, and opportunities to practice the skills in real and simulated situations. What would you do?

____3. Your district requires students to demonstrate their ability to use the local transportation system, including the different modes of transportation (buses, shuttle service, and underground), the routes as depicted in special maps, and the schedules of service. Although people in your city have difficulty with these tasks, no materials are available to help them learn the skills. What would you do?

(Turn this page upside down to check your answers.)

ANSWERS

1. b
2. a
3. c

OBJECTIVE 2

INCORPORATING EXISTING MATERIALS

ACTIVITY 2

SELECTING FROM AVAILABLE MATERIALS

As you consider the amount of materials available in basic skills and increasingly in the application of basic skills to real life situations, you will recognize that your problem becomes not one of locating resources, but one of selecting the most appropriate from the many available. How can you choose from all the available resources? How can you judge the quality of the material? How can you decide if a particular resource is appropriate for your objectives and your students?

Educators make decisions every day regarding the selection of instructional materials. The information they use and the criteria they apply to make those decisions vary greatly.

Take a few minutes to think about how you select instructional materials from those available to you.

A. What do you use as your major source of information?
   1. Do you rely on advertisements in professional magazines?
   2. Do you acquire information from sales representatives at educational meetings?
   3. Do you send for brochures and/or sample sections from the materials?
   4. Do you obtain a "preview" copy of the actual complete material?

B. What criteria do you use in selecting materials?
   1. Do you use no explicit or implicit criteria, but rather rely on impulse or intuition?
   2. Do you have a set of implicit criteria (standards you carry around in your head) on which to base your decisions?
   3. Do you have a list of explicit, carefully derived criteria which you apply systematically to your selection decisions?

If you chose A1 and B1, chances are you've been disappointed on more than one occasion with the effectiveness of an instructional product. On the other hand, if your decisions are based on A4 and B3, your satisfaction with your selections is probably more consistent.

SOURCES OF INFORMATION ABOUT INSTRUCTIONAL MATERIALS

Your primary source of information about instructional materials is a complete copy of the product, including every component to be used and the manual which accompanies the material. There is no substitute! Any other data source is supplementary and cannot take the place of a first-hand examination of the actual materials. We've heard that "you can't tell a book by its cover," and that "beauty is only skin deep." The point is, don't buy an instructional product sight unseen.

Before making a decision about any instructional product, read (or look and/or listen) through it carefully until you know it well. Actually work through activities, study questions and test items. Only in this way can you really estimate its value relevance to your objectives and to the needs and abilities of your students.

Increasingly, materials are accompanied by technical manuals. The technical manual should provide you with information about the development, validation and use of the materials. A good technical manual will give you data about the specific objectives, as well as the sources they were derived from; the kind of student for whom the program was designed; evidence of the product's effectiveness in achieving the objectives with the target population; the particular skills and resources needed to utilize the materials; and the procedures to be employed in their use.

An additional source of information about instructional materials is critical reviews which appear in professional journals. Some include data on achievement attained by using the program as well as the reviewer's opinion of program content and style.

A source of information frequently relied upon is the recommendation from other teachers who have used the instructional materials. Remember, though, that this will not take the place of a first hand examination on your part. A recommendation will serve to guide you to potentially useful materials to which you can then apply your own set of criteria.

To summarize, you have several sources of information to consider in selecting instructional materials to use in your Kit or for any instructional program. These are:

1. A complete set of the instructional materials
2. A technical manual which accompanies the materials
3. Critical reviews in professional journals
4. Recommendations from other educators

CRITERIA TO APPLY IN SELECTION DECISIONS

What characterisitcs do you look for when selecting instructional materials? Which are the essential attributes without which an instructional product would be eliminated from further consideration? Which are the desirable criteria which help you to differentiate among competing products? There are numerous criteria which can be used in selecting instructional materials. Many compilations of selection criteria have been published. Although each set of criteria is unique in some way, there are some commonalities. The criteria can generally be grouped according to the following categories:

1. Objectives
2. Appropriateness for learners
3. Effectiveness (demonstrated or estimated)
4. Ease and practicality of use
5. Cost
6. Availability
7. Absence of bias
8. Technical quality
9. Comprehensiveness and accuracy of content
10. Inclusion of desirable components

The criteria you use as a basis for your selection decisions will depend to some extent on the type of material being considered. On the one hand, if the material is a pamphlet or booklet which requires a small investment of money to purchase and time to use and it is aimed at accomplishing one small portion of an instructional objective, fewer criteria would need to be met. Your primary concerns would be the accuracy of the content, its congruence with your objectives and its appropriateness for your learners. On the other hand, if your decisions involve comprehensive products which are designed to teach whole units of instruction, are expensive, and require the investment of a great deal of instructional time, more of the criteria should be met.

Another major distinction which may affect the criteria you use is whether the materials are solely informational or whether they are instructional in nature. You expect to develop the instructional materials around informational materials, but you expect instructional products to include the desirable components and characteristics already.

Think for a moment about the criteria you use to evaluate instructional materials. Does your school or your district have a set of criteria which are used in materials selection? If so, obtain a copy and review them. Are they consistent with your own criteria? Now clarify your criteria by completing the following exercise.

Exercise

Listed below are criteria for you to consider when reviewing instructional materials. There are some criteria about which there is a consensus regarding their importance. Others are seen as mandatory by some educators, but as not so important by others. What is your opinion?

Read each statement and rate it according to importance on this three-point scale:

0 = of no importance. This criterion would never influence your selection decisions.

1 = Desirable. This criterion would be helpful, but without it adaptations could be made to devise effective learning activities.

2 = Mandatory. Without meeting this criterion, the material would be totally rejected.

If you think of other criteria which are important to consider, write them in the spaces provided and rate them in the same manner as the others.

Criteria to Consider When Selecting Instructional Materials

	YOUR RATING (0, 1 or 2)
1. Objectives	
a. Stated objectives are expressed in terms of observable learner behaviors.	____
b. The objectives specified in the materials match the objectives of your curriculum.	____
c. _____	
_____	____
2. Appropriateness for learners	
a. Stated objectives are valuable for your learners.	____
b. The interest level is suitable to your learners.	____
c. The ability level (eg. reading, math, concept) is suitable to your learners.	____
d. The target population for the materials is specified.	____
e. _____	
_____	____
3. Effectiveness (demonstrated or estimated)	
a. Technical manual includes data on previous use and effectiveness.	____
b. _____	
_____	____
4. Ease and practicality of use	
a. Materials and activities are convenient and easy to use.	____
b. Teacher's manual contains clear instructions for preparation for and use of materials.	____
c. _____	
_____	____
5. Cost	
a. The costs of purchasing the materials are acceptable to your own situation.	____
b. The costs of operating/using the materials are acceptable.	____
c. _____	
_____	____
6. Availability of resources	
a. Equipment and adjunct materials needed for use of the product are available.	____
b. Personnel needed to implement the instruction are available.	____
c. The time requirements for usage of the product are acceptable to your own situation.	____
d. _____	
_____	____

7. Absence of bias
   a. The materials are free of sexist language and sex role stereotyping. _____
   b. The materials are not biased toward/against any cultural, racial, religious or ethnic group. _____
   c. _____ _____

8. Technical quality
   a. The technical quality (e.g., paper, print, bindings, sound, photographs) is acceptable. _____
   b. _____ _____

9. Comprehensiveness and accuracy of content
   a. The content is comprehensive. _____
   b. The content is accurate. _____
   c. The content is up-to-date. _____
   d. _____ _____

10. Inclusion of desirable components
   a. Pre-, placement or diagnostic assessments are included to indicate where a learner should begin. _____
   b. Post, achievement or end-of-program assessments are included to determine achievement of objectives. _____
   c. Skills prerequisite to the successful completion of the instruction are stated. _____
   d. Opportunity is provided for the learners to practice the desired behaviors. _____
   e. Feedback is provided to the learners regarding their progress. _____
   f. Attention-gaining, motivational devices are built in.
   g. _____ _____

11. Other criteria to consider
   a. _____ _____
   b. _____ _____
   c. _____ _____

OBJECTIVE 2

INCORPORATING EXISTING MATERIALS

ACTIVITY 3

DETERMINING THE READABILITY LEVEL OF PRINT MATERIAL

One of the most important considerations in designing an instructional program appropriate for your students is the readability level of the materials. Ideally, the materials should be neither too easy nor too difficult for the students to read; at the very least, the materials should be readable by the students. Your task, then, is to match each student's reading ability with materials which maximally demand that level of ability. This activity is concerned with determining the readability level of print material.

Many materials you use in your instructional program have been analyzed by their producers for readability level. Usually the manuals or teacher's guides provide this information. Additionally, they should tell you the technique which was used to determine the readability level. Some materials indicate a recommended grade level for use, such as primary or junior high school. This is not sufficient information for matching student ability with material demands. Look for specific readability information. Much of the material available to you will contain no guidelines about readability requirements. When this is the case, you will need to utilize any one or more of the techniques which have been developed to determine readability levels of print materials. Two of these techniques are presented below with examples for their use and exercises for you to practice using them.

THE FRY GRAPH FOR ESTIMATING READABILITY

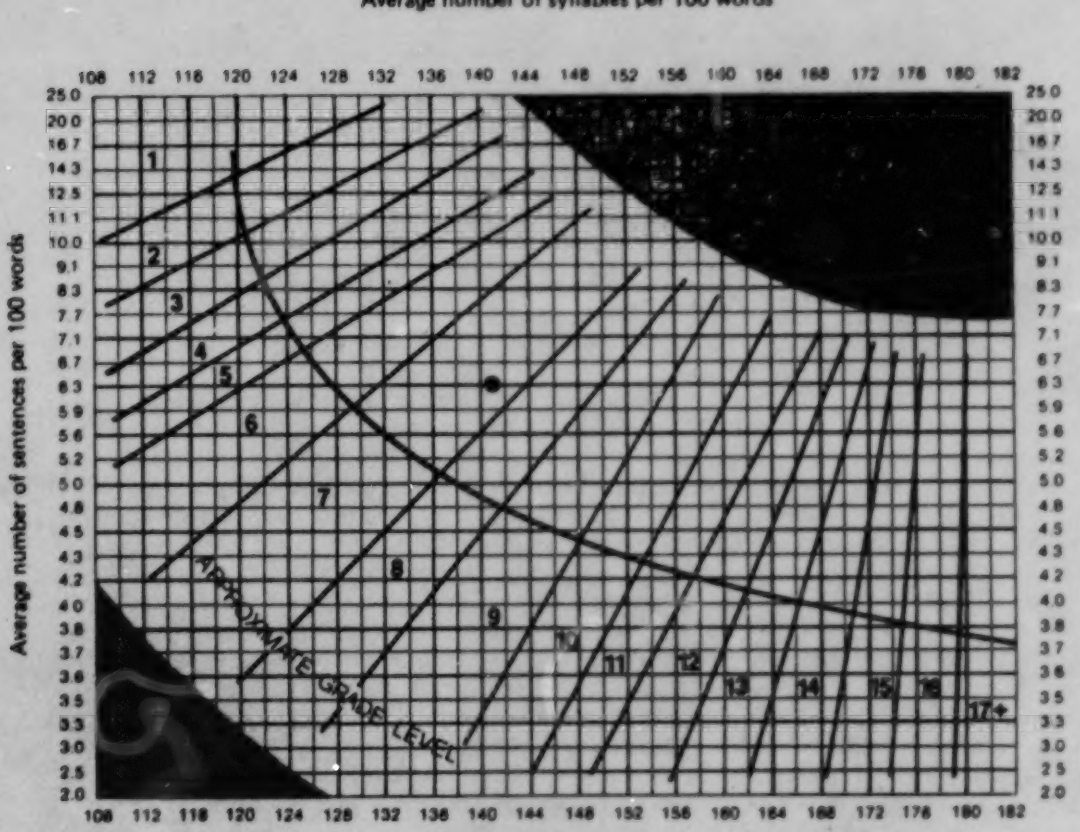
A new approach to checking out the reading level of written material will save you time and trouble while helping you to match materials to students. The graph for estimating the readability of print materials was developed by Edward Fry of Rutgers University Reading Center. This graph correlates substantially with the Dale-Chall, Flesch and Spache formulas.

To use the graph, randomly select three 100-word passages from the material you wish to determine readability for. Count the total number of sentences and the total number of syllables in each passage. Find the average number of sentences and the average number of syllables. Plot the average number of sentences and syllables on the graph. The point at which the two meet represents the approximate grade level of the material.

On the graph, the solid curved line indicates average number of words and syllables by grade level. The upper-right and lower-left hand corners are shaded to indicate that the readability findings in those areas of the graph are unreliable.

GRAPH FOR ESTIMATING READABILITY — EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N J 08904



DIRECTIONS: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of sentences per 100 words on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area but when they do grade level scores are invalid.

Count proper nouns, numerals and initializations as words. Count a syllable for each symbol. For example, "1945" is 1 word and 4 syllables and "IRA" is 1 word and 3 syllables.

EXAMPLE:	SYLLABLES	SENTENCES
1st Hundred Words	124	6 6
2nd Hundred Words	141	5 5
3rd Hundred Words	158	6 8
AVERAGE	141	6 3

READABILITY 7th GRADE (see dot plotted on graph)

 For further information and validity data see th
Journal of Reading, December, 1977.

EXAMPLE OF USING THE FRY TECHNIQUE

To determine the readability of the passage below using the Fry method, follow these steps:

> Wherever man goes, the amazing rat is sure to follow. Rats can live in even the worst conditions and disasters. The average rat can wiggle through a hole no larger than a quarter and climb a brick wall as if it were a ladder. Being washed away in water will not destroy him. He can swim half a mile and float for three days. Even if a rat falls from a five-story building, he will not be hurt. The rat's sharp teeth can gnaw through metal pipes and make dust out of brick blocks. Rats live only one year, but a pair of them will have thousands of babies before they die.

100 words

1. Mark out a 100-word section from the passage.*

2. Count the number of sentences in the section. In this example, there are 7.3 sentences in the marked section (7 complete sentences, plus 1/3 of the last sentence).

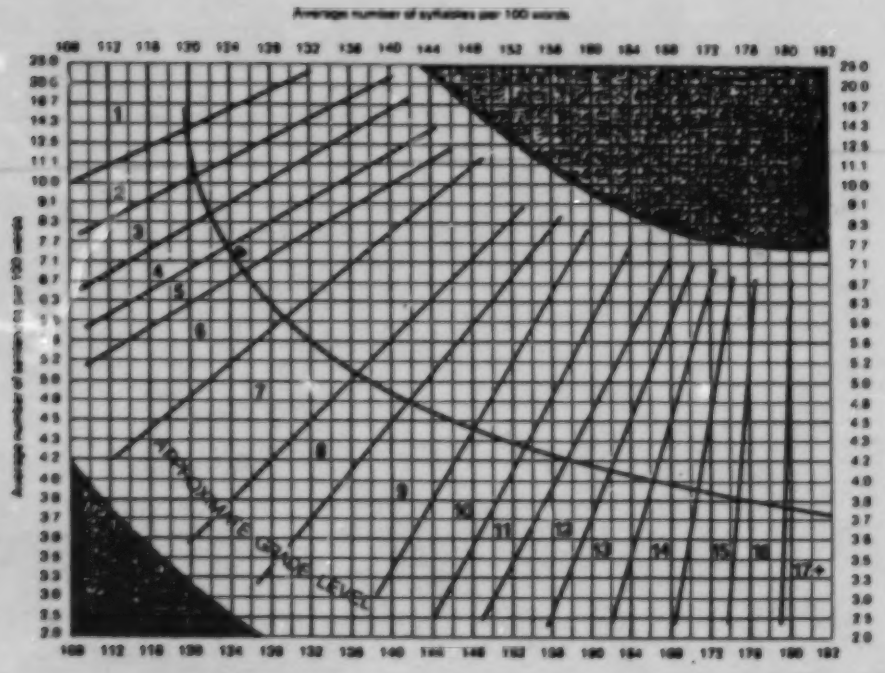
3. Count the number of syllables in the section. Since every word has at least one syllable, a simple way to get a complete count is to place a hash mark over every <u>additional</u> syllable in each word. (For example, "wherever" in the passage above has three syllables and therefore two hash marks; "man" has only one syllable and, therefore, no hash mark.) Then count the total number of hash marks and add 100; this number will represent the total number of syllables in the section. The marked section in this passage contains 125 syllables.

4. On the Fry Readability Graph, plot the number of sentences (7.3) and the number of syllables (125) to find the approximate readability level. As indicated by the dot plotted on the graph on the next page, the approximate readability level of this passage is 5th grade.

*Note: When the readability level of longer passages (such as books) is to be determined, <u>three</u> randomly selected 100-word sections should be used and the results averaged.

GRAPH FOR ESTIMATING READABILITY – EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904



THE FOG FORMULA FOR ESTIMATING READABILITY

With this formula, you need to count the words in a passage until you have 100 words or stop at the end of the first complete sentence after 100. Next you count the number of complete sentences in the passage. Finally, count the number of words with three or more syllables; however, exclude common suffixes such as "ing," "ly," "ed," etc. To determine the readability, follow these steps:

1. Divide the total number of words by the number of sentences.

2. Divide the number of words with three or more syllables by the total number of words.

3. Add the figures computed in number 1 and 2 above; then multiply by .4. This number will represent the grade and month level.

Or, to display it another way, if

RL = readability level

TW = total number of words

S = number of sentences

W = number of words with 3 or more syllables

then the Fog formula for computing readability is:

$$RL = .4\left(\frac{TW}{S} + \frac{W}{TW}\right)$$

EXAMPLE OF USING THE FOG TECHNIQUE

To determine the readability of the passage below using the Fog method, follow these steps:

> Wherever man goes, the amazing rat is sure to follow. Rats can live in even the worst conditions and disasters. The average rat can wiggle through a hole no larger than a quarter and climb a brick wall as if it were a ladder. Being washed away in water will not destroy him. He can swim half a mile and float for three days. Even if a rat falls from a five-story building, he will not be hurt. The rat's sharp teeth can gnaw through metal pipes and make dust out of brick blocks. Rats live only one year, but a pair of them will have thousands of babies before they die. ▷ 112 words

100 words

1. Count 100 words in the passage and stop at the end of the first complete sentence after 100. In this example, "but" in the last sentence is the 100th word, so the remainder of that sentence is included in the marked section, resulting in a total of 112 words.

2. Count the number of words with three or more syllables, excluding common suffixes such as "ing," "ly," "ed," and so on. In this passage there are only three such words; they have been underlined.

3. Using the given formula, compute the approximate readability level:

   a. $\frac{\text{No. of words}}{112} \div \frac{\text{No. of sentences}}{8} = 14$

   b. $\frac{\text{No. of words with 3 or more syllables}}{3} \div \frac{\text{Total no. of words}}{112} = .02$

   c. $14 + .02 = 14.02$

   d. $14.02 \times .4 = 5.6$, or 5th year--6th month

Exercises

1. Use the passage below with each of the readability techniques.

2. Select one or more passages from materials you currently use with your students. Apply each of the readability techniques to the passage(s).

3. Write at least 100 words of instructional material at a reading level of your prespecified choice. Check to see if you have written the material at your prespecified level by using one of the readability techniques.

It may sound strange, but drowning in cold water could save your life. Such was the case for an 18-year-old student from Jackson, Michigan, who was trapped in his submerged car in a frozen pond for 38 minutes. Although rescuers pronounced him dead at the scene, he was revived and two weeks later was able to return to college, where he is now an A student.

A physician also "drowned" in a cold lake near Ann Arbor. But after 15 minutes of submersion, he was revived and has resumed his medical practice, showing no signs of mental impairment.

These are only two of 11 cases of "cold water drownings" in which the victims were revived successfully without brain damage or other ill effects. These findings have led a University of Michigan researcher, Dr. Martin J. Nemiroff, to challenge the accepted belief that a drowning victim is unlikely to survive after four or five minutes under water. This limit is based on the fact that the human brain suffers irreversible damage if deprived of oxygen for more than four minutes.

Then what saved the cold water victims? Dr. Nemiroff suggests that the "mammelian diving reflex," combined with the coldness of the water, may explain their survival. The diving reflex was first identified in sea-going mammals such as the whale and porpoise. In an emergency, the porpoise can remain submerged without breathing for 20 minutes, the whale for up to two hours. The reflex slows the heartbeat and lessens the flow of blood to the skin, muscles and other tissues, thus saving the blood's oxygen for the brain.

OBJECTIVE 2

INCORPORATING EXISTING MATERIALS

ACTIVITY 4

CROSS-REFERENCING EXISTING
MATERIALS WITH OBJECTIVES

The task of designing an instructional program which is keyed to the skills assessed in your district's proficiency tests can be started by carefully reviewing the materials which you are currently using or which are available to you. With this approach of beginning with your already well-prepared program, the job is not so awesome. To a large extent, your present curriculum probably includes the skills contained in the proficiency exams. Thus, it would be foolish to discard all of what you now use and start anew. You do not have to create all brand-new, original materials. There is a need, however, to be as certain as possible that each student receives appropriate instruction sufficient to master each of the objectives assessed in the test. One step in designing instruction which is appropriate and sufficient for objective mastery is the development of a matrix which cross-references existing materials with the objectives assessed in your proficiency examination.

Your cross-reference matrix will allow you to:

1. organize existing materials into a framework which parallels the objectives of your proficiency tests.
2. identify objectives for which you currently lack appropriate and/or sufficient instructional resources. These areas of deficiency will indicate the need for material acquisition and/or development.
3. utilize a wide variety of materials as the basis for the design of instructional activities.
4. incorporate additional information about the materials into your matrix, such as reading level, type of materials and a rating of the quality of the material.

STEPS IN DEVELOPING AN OBJECTIVES-MATERIALS MATRIX

1. Use one of the matrix forms contained in this Kit. It provides space along the vertical dimension to write the objectives, along the horizontal dimension to write the titles of existing materials, and within the cells to note chapters, page numbers, and other information.
2. Select a content area (e.g., reading, mathematics or written expression). Write this at the top of the matrix form in the designated space.
3. Identify the subcontent area (e.g., comprehension, arithmetic computation, or sentence recognition). Write this in the space provided.
4. Delineate the specific objectives assessed for the identified subcontent area (e.g., identifying specific details from a single sentence within a passage; adding whole numbers with renaming; or discriminating between sentences and sentence fragments). List these along the vertical dimension of your matrix.
5. Scan materials you currently use and materials you have available for your use. Decide if they provide instruction in any of the objectives listed in your matrix. Do not restrict your review to printed materials or to commercially-produced materials. Include non-print media (slides, tapes, films, filmstrips, video and audio tapes, etc.) and teacher-made materials.

6. List all of the materials which provide instruction for at least one of the objectives along the top of the matrix. Note the type of media in the space provided.
7. Carefully review each of the materials listed. When you come to a section which provides instruction for one of the objectives, note the chapter, page number(s) or other identifying information in the appropriate cell where the objective row intersects with the materials column. Analyze all of your materials thoroughly in this way, looking for instruction in each of the objectives listed.
8. Note other pertinent information about the materials. For example, you probably want to include reading levels and selection ratings. This information may be coded through the use of colors, symbols and/or numbers. Reading level can be coded with colored dots or geometric shapes. The materials themselves can also be marked with this code. The ratings based on your selection criteria can be indicated with numbers representing a three to five point scale.

9. Any other data which might be helpful to you and/or to others who will use the matrix should be noted.
10. Continually update your matrix as new materials come to your attention and as revisions become evident through the use of existing materials.

Your completed "Objectives-Materials Matrix" will provide you with the raw materials you'll use to design a Kit. The materials in and of themselves do not comprise an instructional program. You will use the matrix to:

a. select those materials most suitable for:
   (1) the objective being taught
   (2) your students
b. describe fully the learning activities which will make use of the materials:
   (1) what the teacher will do
   (2) what the learner(s) will do

SAMPLE OBJECTIVES-MATERIALS MATRIX

On the next page you will find a sample "Objectives-Materials Matrix." Read over the steps to follow to complete such a matrix and see how each step has been accomplished in the sample matrix.

EXERCISE

1. Review the "Steps in Developing an Objectives-Materials Matrix."
2. Use one of the matrix forms contained in this Kit to complete this activity.
3. Follow each of the steps using the objectives you developed in Objective 1-Activity 5 of this Kit. For the purpose of this activity, you do not have to do the complete job. Do include in your matrix, however, at least five objectives and three different materials.
4. Note with the codes of your choice:
   a. reading level
   b. selection rating score
   c. other pertinent information about the materials

OBJECTIVES-MATERIALS MATRIX

Content Area: Reading

Subcontent Area: Comprehension

EXISTING MATERIALS

OBJECTIVES

	Title Holt Basic Reading System Media Print/Book	Title Bold Journeys Media Print/Books	Title Hoffman Reader Albums Media Records
(1) Identifying specific details	Level 13, T-354, 375, 395, 435, 437, 507; Level 14, T-571-72, 729, 815	Workbook Pages 21, 34, 35, 44, 80	100-30 through 39; 101-30 through 39; 102-30 through 39; 100-60 through 69; 101-60 through 69; 102-60 through 69
(2) Identifying the sequence of events	Level 13, T-419, 446, 640, 718, 729; Level 14, T-134, 279, 346, 383, 537; Level 15, T-335	T-175, 213, 214, 278, 279; Workbook, pages 53, 74, 84, 124	100-30, 31, 32, 33 34, 36, 37, 39; 101-31, 32, 34, 35; 102-30, 31, 32, 35, 36; 100-41, 46, 49
(3) Recognizing cause-and-effect	Level 13, T-126, 129, 374; Level 14, T-537; Level 15, T-445, 446	T-182, 188, 189, Workbook, pages 36, 93, 128D	100-30, 31, 32, 34, 38, 39; 101-32, 33, 34, 36, 38, 39; 102-
(4) Recognizing main details	Level 13, T-74, 92, 117, 148, 435; Level 14, T-167, 241, 442 ff		100-32, 33, 35, 36, 37, 38; 101-30 through 101-39; 102-30, 32, 34, 35, 36, 37, 38, 39;
(5) Inferring meaning	Level 13, T-368, 384; Level 14, T-387 ff; Level 15, T-201, 155-156		

KEY TO CODES:

OBJECTIVES-MATERIALS MATRIX

Content Area: _____

Subcontent Area: _____

EXISTING MATERIALS

OBJECTIVES	Title / Media	Title / Media	Title / Media
(1)			
(2)			
(3)			
(4)			
(5)			

KEY TO CODES:

OBJECTIVE 2

INCORPORATING EXISTING MATERIALS

ACTIVITY 5

ADAPTING MATERIALS

As you review existing materials, consider which of the following you might do with them:

1. Use "as is."
2. Adapt to meet your needs.
3. Reject; don't use at all.

This activity helps you to think of the possible ways you can adapt material to meet your needs. Listed below are the criteria from Activity 2 of this objective. These selection criteria are stated in negative form. Your task is to decide what you might do to adapt the materials if this negative statement applied to them. Write your possible modifications, additions or deletions in the right hand column. If nothing could be done, write "Nothing." The first one is done for you.

LIMITATION OF THE MATERIAL	POSSIBLE MODIFICATION
1. Objectives are not expressed in terms of observable learner behaviors.	1. Write objectives which correspond to the proficiency assessment and to the instructional materials in terms of observable learner behaviors. Duplicate these for future use with students and other concerned individuals.
2. The specified objectives do not match the objectives of the curriculum.	
3. The stated objectives are not valuable for your learners.	
4. The interest level is not suitable for your learners.	
5. The ability level is not suitable for your learners.	

6. The target population for the materials is not specified.	
7. The technical manual does not include data on previous use and effectiveness.	
8. Materials and activities are inconvenient and difficult to use.	
9. Teacher's manual does not contain clear instructions for use of materials.	
10. The cost of purchasing the materials is not acceptable.	
11. The costs of operating/using the materials are not acceptable.	
12. The equipment and adjunct materials needed for the use of the product are not available.	
13. Personnel needed to implement the instruction are not available.	
14. The time requirements for usage of the product are not acceptable to your own situation.	

15. The materials contain sexist language and/or sex role stereotyping.	
16. The materials are biased toward/against a cultural, racial, religious or ethnic group.	
17. The technical quality is poor.	
18. The content is not comprehensive.	
19. The content is not accurate.	
20. The content is not up-to-date.	
21. Pre-, placement or diagnostic assessments are not included.	
22. Post, achievement or end-of-program assessments are not included.	
23. Skills prerequisite to the successful completion of the instruction are not stated.	

24. No opportunity is provided for learners to practice the desired behaviors.	
25. Feedback is not provided to the learners regarding their progress.	
26. No attention-gaining, motivational devices are built in.	

OTHER LIMITATIONS AND HOW YOU WOULD ADAPT TO COMPENSATE FOR THEM:

27.	
28.	
29.	
30.	

OBJECTIVE 2

INCORPORATING EXISTING MATERIALS

ACTIVITY 6

COPYRIGHT CONSIDERATIONS

When you incorporate existing resources into the learning activities of your Proficiency Skill Development Kit, you need to keep in mind the regulations which protect copyrighted materials. These rules as they relate to the classroom teacher are summarized at the end of this activity along with some references which will provide you with more information.

In general, if a text, workbook, or any other published material (print and non-print media) is copyrighted, you may not duplicate it in any way without prior permission from the publisher. In order to use it in your Kit's learning activities, you will have to obtain however many copies are needed for your students. In your Kit, your activity will refer to the copyrighted material by:

1. stating the complete title, page, chapters, or exercises to be used.
2. informing the student from where and how the materials can be gotten.
3. providing clear step-by-step directions for how to use the materials.
4. supplementing the materials, if necessary, with additional instruction, practice, feedback or assessment.

The Kit in which you are now working does not use any copyrighted materials in its activities. However, if you look at the sample Kit in the Appendix, you will find several examples of how copyrighted materials have been incorporated into the learning activities.

There are several types of resources available which you <u>can</u> duplicate and may include within your Kit itself. Some publishers will give you permission to put all or some of their materials in an instructional product. Examples are ditto masters or "camera ready" masters which can be used for ditto, mimeo, xerox or other forms of printing. Generally, this permission extends only to the number of copies needed by one teacher.

There are resources available which are not copyrighted. Instructional materials prepared by local districts or under special grants often are in the public domain. Many informational pamphlets and booklets available from public and private agencies are not copyrighted and do not contain copyrighted materials. In many instances these materials are free, or inexpensive and duplicate copies may be obtained from the original source.

Sometimes instances occur in which you want only a small portion of material which is protected by copyright and, therefore, it would not be cost-effective to purchase duplicate copies. You might be successful in obtaining permission from the publisher to duplicate that portion for use in your Kit. This, of course, would depend on the type of material. Your chances would be better if you wanted to use a small informational passage from a textbook than if you wanted to use a page from a workbook.

A final option exists for you when you find that you cannot duplicate what you need and it is not cost-effective to purchase duplicate copies. You can use the copyrighted materials as your own reference to develop instruction, practice and/or assessment of your own. When you do this, however, remember that plagiarism is also a violation of copyright laws! Be judicious in your use of these references. When ideas (but not the words) are borrowed, cite the reference in your own work. (For example, in this Kit, Robert Gagné's ideas about the nine functions of the events of instruction are incorporated and his copyrighted publications are cited.)

Guidelines for Classroom Copying

Single Copies: A single copy may be made of any of the following by or for a teacher for use in teaching or preparing to teach a class:

- a chapter from a book
- an article from a newspaper or magazine
- a short story, short essay or short poem
- a chart, graph, diagram, drawing, cartoon or picture from a book, newspaper or periodical

Multiple Copies: Multiple copies, but not more than one copy per person in any course, may be made by the teacher for use in the class IF:

- the material meets the test of BREVITY (less than 250 words for a poem, less than 2,500 for an article, story or essay).
- each copy includes a notice of the copyright.

If you want more detailed information about the copyright laws, consult one of the following references:

The New Copyright Law and Education, Educational Research Service, 1800 N. Kent St., Arlington, VA 22209, 59 pages, $7.

A Guide to Fair Use and Permissions Procedures, Association for Educational Technology and Communication, 1201 16th St., NW, Washington, DC 20036, 28 pages, $3.95.

Explaining the New Copyright Law - A Guide to Legitimate Photocopying of Copyrighted Materials, Association of American Publishers, 1707 L. St. NW, Washington, DC 20059, no charge.

Exercise

Decide whether the situations described below are in violation of the copyright law:

1. Teacher X has located an excellent source of information on the topic of her Kit. However, it is written at a level which is too difficult for her target population. Therefore, she uses it as a reference to write her own instructional material and cites the publication for its contribution of ideas and content.

___ a violation ____not a violation

2. Teacher Z found a cartoon in the daily newspaper which illustrates a point in her Kit in a humorous way. She called the newspaper office and secured written permission to duplicate the cartoon in her Kit, provided that the cartoonist and newspaper are credited.

____ a violation ____ not a violation

Turn this page upside down to check the correctness of your responses.

ANSWERS: 1. not a violation if none or only a small portion of the original wording of the source material is used; however, it is common courtesy and safer to secure the copyright owner's permission if any of the copyrighted material is going to be used. 2. not a violation

OBJECTIVE 2

INCORPORATING EXISTING MATERIALS

PRE/POST-TEST

Part I - To be completed for the pretest and the post-test.
This part of the test assesses knowledge and skills needed to complete Part II of the test.

(1-3) Decide what you would do in each of the situations described:

a. Use materials "as is."
b. Adapt materials.
c. Develop new materials.

____1. Your district requires students to interpret the information contained in the bills sent by the various utility companies in your local area (phone, electricity and gas). You have several instructional products published for national distribution which provide instruction and practice in interpreting information commonly found on utility bills across the country. While your local bills share many commonalities, they also differ in some respects from the models included in the commercially available materials. What would you do?

____2. Your students will be asked to compute the distance, rate or time when presented with the other two factors in a word problem. The math book currently being used presents the formulas, explains the procedures, provides examples, and includes opportunities for the students to practice with word problems. What would you do?

____3. Your district's proficiency exam contains items which assess a student's knowledge of your town's community resources. It is only with the advent of AB65 that this objective has been included in the curriculum. Currently, when people want to learn about available community resources, they must make a series of phone calls and/or office visits to locate the information they need. What would you do?

____4. Which of the following do you use as your major source of information about instructional products/materials you are considering for purchase?

a. Advertisements in professional journals
b. Information from sales representatives at educational meetings
c. Brochures and/or sample sections of the materials
d. A "preview" copy of the actual complete material

_____5. Which of the following is true about your materials selection criteria?

a. You use no explicit or implicit criteria, but rather rely on impulse or intuition.
b. You have a set of implicit criteria (standards you carry around in your head) on which you base your decisions.
c. You have a list of explicit, carefully derived criteria which you systematically apply to your selection decisions.

6. List at least five criteria you consider when selecting instructional materials:

a. _____

b. _____

c. _____

d. _____

e. _____

7. Read the passage below. Determine its readability level.

The readability level of the passage is _____.

> Wherever man goes, the amazing rat is sure to follow. Rats can live in even the worst conditions and disasters. The average rat can wiggle through a hole no larger than a quarter and climb a brick wall as if it were a ladder. Being washed away in water will not destroy him. He can swim half a mile and float for three days. Even if a rat falls from a five-story building, he will not be hurt. The rat's sharp teeth can gnaw through metal pipes and make dust out of brick blocks. Rats live only one year, but a pair of them will have thousands of babies before they die.

8. What is the lowest reading level of the students for whom you are developing your Kit?_____. Using that reading level, write a passage of 100 words about the topic of your Kit.

(9-12) For each limitation of an instructional product listed below, suggest a possible modification. If there is no way to eliminate the limitation, write "None."

9. The content is not up-to-date._____

10. No opportunity is provided for learners to practice the desired performance.

11. The material is biased toward/against a cultural, racial, religious or ethnic group.

12. Pre-, placement or diagnostic assessments are not included._____

(13-15) Decide whether the situations described below are or are not in violation of copyright laws.

13. A teacher does not have time to obtain a government pamphlet on housing from Consumer Affairs in Pueblo, Colorado, so he makes 25 copies of the one pamphlet he has to distribute to his students.

____a violation ____not a violation

14. An instructional designer locates a copyrighted workbook which, for the most part, does not meet the requirements of the objectives and the target population. Two pages, however, are exactly what she would like to use, so she types them verbatim from the workbook, reproduces the material, and distributes it.

____a violation ____not a violation

15. You have found a newspaper article which presents an example of consumer fraud. You include an excerpt from the article and quote the source.

____a violation ____not a violation

OBJECTIVE 3

DEVELOPING LEARNING ACTIVITIES

OBJECTIVE: To develop multiple, alternative learning activities which are keyed to your objectives and take into account learner characteristics.

INTRODUCTION: The knowledge and skills you acquired in objectives 1 and 2 and the actual work you have done on your own Kit up to this point are preliminary to the development of the learning activities. You have the raw materials which will comprise your building blocks (the learning activities) which will be based on the foundation of your objectives which were derived by following the blueprint of your district's proficiency examination requirements.

Your main goal in developing learning activities is to provide students with the most effective and efficient opportunities to master the objective of the Kit taking into account their interests, needs and abilities. Just as a building is designed to be functional, a Kit is designed to perform specific functions. The materials used to construct the building (or a Kit) must facilitate its function.

In this objective, you will learn about the importance of identifying your learners' characteristics, both as a group and as individuals, and you will develop a profile of your Kit's target population. The role of individualized or personalized instruction in competency-based education is discussed, and an overview of the major considerations in developing learning activities is presented.

To help you analyze, design, and evaluate your learning activities, you will learn about and practice the use of Robert Gagné's classification of the functions of the events of instruction.

Finally, you will be led through the process of using the resources from the previous objectives and activities to develop learning activities for your Kit.

As a result of Objective 3, you will have a description of your target population and at least four activities for one of the objectives of your Kit.

OBJECTIVE 3

DEVELOPING LEARNING ACTIVITIES

PRE/POST-TEST

Part I - To be completed for the pretest and the post-test. This part assesses the knowledge and skills needed to complete Part II of this test.

(1-6) List six categories of learner characteristics which need to be considered when you develop a Kit:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

7. What is the distinction between "individualized instruction" and "personalized instruction" as they are used in general practice?

_____

_____

_____

_____

(8-10) Write a brief definition for each of the following terms.

8. Instructional validity: _____

_____

9. Multiple, alternative learning opportunities: _____

_____

10. Diversity in instructional techniques: _____

_____

(11-15) Decide the primary sense(s) involved and the major teaching/learning pattern for each of the following instructional techniques:

11. Lecture (a) _____ (b) _____

12. Programmed Instruction (a) _____ (b) _____

13. Films (a) _____ (b) _____

14. Workbooks (a) _____ (b) _____

15. Role Playing (a) _____ (b) _____

(16 - 24) List the nine functions of the events of instruction as outlined by Robert Gagné:

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

(25-34) List ten guidelines to follow in developing learning activities for your Proficiency Skill Development Kit:

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____

31. _____

32. _____

33. _____

34. _____

Part II

1. Describe your target population. Include at least six charactieristics which you need to consider when you develop your learning activities:

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

2. As a result of demonstrating competence in this objective you will have to have developed at least four learning activities for one of your objectives. If you were competent in Part I of this test and you think that you can develop the learning activities on your own, do so. If you need work on the knowledge assessed in Part I or you want guidance in developing your learning activities, complete the keyed activities. You will rate your learning activities according to guidelines/criteria presented in Activity 5.

OBJECTIVE 3

DEVELOPING LEARNING ACTIVITIES

ACTIVITY 1

YOUR STUDENTS

Directions: Read the ten statements below about students. Decide the degree to which you agree or disagree with each statement. If you:

Strongly agree, mark SA.
Agree, mark A.
Are neutral, mark N.
Disagree, mark D.
Strongly disagree, mark SD.

1. Students learn at different rates. ____
2. Students learn using different instructional strategies. ____
3. Students solve problems in different ways. ____
4. Students have different patterns of interest. ____
5. Students are motivated to achieve to varying degrees. ____
6. Students are ready to learn at different times. ____
7. Students have different capacities to learn. ____
8. Students need more than one type of instruction to learn. ____
9. Students need practice and feedback to learn. ____
10. Students can learn. ____

Scoring: Record the number of responses you have in each category:

SA _____

A _____

N _____

D _____

SD _____

Discussion: The majority of your responses were probably Strongly Agree and Agree. This indicates that you recognize the need to take into account each student's individuality when designing your instructional program. Yet you also know that it is impractical to think of developing tailor-made instructional programs for each of the approximately thirty students in your class for each of the 100 or more objectives you teach. How then can you design your instructional program to meet each student's individual needs, interests and abilities?

While it is true that every student is unique in many ways, there are also many similarities among learners. Therefore, a given learning activity will work for more than one student. Your task is one of developing an instructional program which offers a range of experiences and activities that will promote success in each objective. You can deal effectively with your students' individuality by providing multiple, alternative learning opportunities through which students can proceed at their own pace. Rather than individualizing only the rate of learning, we can individualize learning methods and materials as well.

Identifying Your Students' Characteristics

One of the tasks which must be accomplished before you can develop learning activities for your Kit is to identify the characteristics of your students, both as a group and as individuals. The characteristics of your students and the requirements of the objectives will serve as the basis for your decisions regarding what content will be included in your instruction and what materials and strategies will be used to deliver the instruction.

Frequently, when educators attempt to define their target population, the individual student gets lost in the description of the "average" learner in the class. While such descriptions provide a profile of the class as a whole, it must be remembered that in very few, if any, cases will a class be homogeneous in its interest, needs, abilities and other characteristics. Rather, each class is heterogeneous with few, some, or all students sharing a few or some, but not all, characteristics.

Consider the following in your attempt to define the characteristics of your learners. The answers will have implications for the types of learning activities you will develop for your Kit and for the types of learning activities you will assign to different students:

I. Profile of Your Class or Target Population
   - A. Course title
   - B. Grade
   - C. Reading ability
     1. average
     2. lowest
     3. highest
   - D. Math ability
     1. average
     2. lowest
     3. highest

E. Language/Composition ability
   1. average
   2. lowest
   3. highest
F. Demographic data
   1. type of neighborhood
   2. SES
   3. Racial groups represented
   4. Age level
      a. average
      b. oldest
      c. youngest
G. Attention span
H. Study habits (e.g., ability to work alone)
I. Degree of motivation
J. Previous related study
K. Other relevant information

II. Individual Learner Characteristics
A. Length of time student can be expected to stay on various types of tasks (e.g., reading, listening, viewing)
B. Ability levels
   1. reading
   2. math
   3. language/composition
   4. other
C. Preferred modes of learning (e.g., films, demonstrations, discussions, etc.)
D. Most effective and preferred teaching/learning patterns (with teacher, with another student, alone, small group, etc.)
E. Willingness to seek help
F. Amount of attention and/or feedback sought
G. Motivation factors (e.g., success, mistakes, praise, recognition)
H. Ability to retain knowledge and skills
I. Ability to transfer knowledge and skills to new situations
J. Ability to work alone
K. Other relevant information

Exercise

First consider the group of students for whom you are developing your Kit. This is your target population. Fill in the blanks under I with the appropriate information. Then think about just one of your current students and fill in the blanks under II.

I. Profile of Your Class or Target Population

A. Course title_____

B. Grade_____

C. Reading ability

1. average_____

2. lowest_____

3. highest_____

D. Math ability

1. average_____

2. lowest_____

3. highest_____

E. Language/composition ability

1. average_____

2. lowest_____

3. highest_____

F. Demographic data

1. Type of neighborhood_____

2. SES_____

3. Racial groups represented_____

4. Age level

a. average_____

b. oldest_____

c. youngest_____

G. Attention span_____

_____

H. Study habits _____

_____

I. Degree of motivation_____

_____

J. Previous related study_____

K. Other relevant information_____

_____

_____

II. Individual Learner Characteristics (Learner's Name_____)

A. Length of time student can be expected to stay on various types of tasks.

_____

B. Ability levels

1. reading_____

2. math_____

3. language/composition_____

4. other (specify)_____

C. Preferred modes of learning _____

_____

D. Most effective and preferred teaching/learning patterns_____

_____

E. Willingness to seek help_____

F. Amount of attention and/or feedback sought_____

_____

G. Motivation factors_____

_____

H. Ability to retain knowledge and skills_____

I. Ability to transfer knowledge and skills to new situations_____

_____

J. Ability to work alone_____

K. Other relevant information_____

_____

Discussion: When you develop the learning activities for your Kit, you will need to consider the general characteristics of your target population. You will also need to be sure that there will be learning activities that meet a range of interests, needs and abilities. In order to avoid trying to write a Kit to serve everyone, you can describe those skills, behaviors and other prerequisites needed for successful completion of the Kit. Then you must be sure that only students who match these characteristics use the Kit.

OBJECTIVE 3

DEVELOPING LEARNING ACTIVITIES

ACTIVITY 2

LEARNING ACTIVITIES: FOUR CONSIDERATIONS

Consideration #1 - Individualized versus Personalized

Throughout this Kit you have read about meeting the individuality of your students in terms of their interests, needs, abilities and preferences. You have not come across the term "individualized instruction." Individualized instruction is one attempt to take into account each student's interests, needs, abilities and preferences by allowing varying rates of progress through the instruction and, perhaps, by varying the instructional materials and strategies. However, in its most frequent usage, individualized instruction has meant that each student works independently with little or no interaction with other students or with the teacher. Because of this connotation of "individualized instruction," the term "personalized instruction" will be used to denote learning activities of a Kit. Independent work is only one of many kinds of activities you can consider in developing a Proficiency Skill Development Kit which is personalized to your students' interests, needs and abilities.

Consideration #2 - Insuring Instructional Validity

Your primary focus in developing learning activities for a Kit is their congruence with the objectives (curriculum) and the assessments (both within the Kit and your district's proficiency examination.) Foremost in your mind will be the question: Will this activity assist the student toward mastery of the objective as demonstrated by successful performance on the proficiency test and/or the Kit assessments? Remember, it was indicated earlier that your first Kits will be aimed at providing students with the competencies needed to pass the proficiency exam, but also that once this minimum is achieved, your instruction can go beyond those minimal requirements. You must guarantee, however, that the Kit is effective for the minimal requirements.

Consideration #3 - Multiple, Alternative Learning Opportunities

Another major consideration in developing learning activities for a Kit is to provide for multiple, alternative opportunities for a learner to attain mastery of a given objective. By including a variety of learning activities, you provide options for students with different learning styles or preferences and for students who need more than one chance to achieve the objective. Often the same material can be used to design a variety of learning activities in order to implement the notion of multiple, alternative learning opportunities in a cost-effective manner. This is a time to be creative and draw upon your many experiences with students and their preferences, interests, needs and abilities.

Consideration #4 - Diversity in Instructional Techniques

It might be helpful to think of two ways to categorize instructional techniques. One way is according to the primary sense involved: visual, audio, audio-visual, manipulative, or perhaps even olfactory. The other way is according to the major teaching/learning pattern; presentation, independent study or

interaction. The point to be emphasized here for your consideration is that when you develop learning activities for your Kit, you will want to include different techniques from within each of the two ways of classifying instructional techniques.

Exercises

Below are some questions for you to think about and/or to discuss with a colleague or two:

1. In the past, have you used "individualized instruction"? How would you define it? What is your opinion of individualized instruction? How is the term "personalized instruction" distinct from the term "individualized instruction"?

2. Four major considerations were presented in this activity. Which of these do you believe to be the most important? Why? Are these considerations you already apply to your instructional development tasks?

3. For each of the following types of instructional techniques, decide the primary sense involved and the major teaching/learning pattern:

Instructional Technique	Primary Sense(s)	Teaching/Learning Pattern
1. Lecture		
2. Discussion		
3. Demonstration		
4. Programmed instruction		
5. Role playing		
6. Field trips		
7. Instructional games		
8. Laboratory		
9. Textbooks		
10. Films		
11. Audio tapes		
12. Television		
13. Workbooks		

OBJECTIVE 3

DEVELOPING LEARNING ACTIVITIES

ACTIVITY 3

THE FUNCTIONS OF THE
EVENTS OF INSTRUCTION

When you develop your instructional program, your goal is to include those activities which will promote learning. You ask yourself, "What things can I do, what functions can I perform that will ensure that my students master the objectives?" To help you answer this question, consider a practical approach to analyzing and designing instruction which has been developed by Robert Gagné, an educational psychologist (Gagné, 1971).

Gagné views instruction as a series of events which make it possible for learners to proceed from where they are before instruction to competence or mastery of the objective. The various events of instruction serve several functions in promoting learning. The nine functions of the events of instruction, as outlined by Gagné, are listed below in their usual, although not invariable, order.

1. Gaining and maintaining the learner's attention
2. Informing the learner of the objective
3. Recalling prior relevant learning
4. Presenting the instructional material
5. Providing learning guidance
6. Providing the opportunity for the learner to practice the performance required by the objective
7. Providing feedback about performance correctness
8. Assessing the learner's performance
9. Enhancing retention and transfer

All of your instructional units, whether in Kit format or not, should include activities designed to accomplish each of these nine functions. However, the amount of attention given to each function will vary, depending upon the needs of your learners.

How Can You Accomplish the Functions?

Let's take a closer look at each function of the events of instruction. What steps can you take to incorporate them into the learning activities of your Proficiency Skill Development Kit?

I. Gaining and maintaining the learner's attention
   A. Appeal to the learner's interests.
      1. Use verbal questions.
      2. Present a novel demonstration.
      3. Utilize a media presentation (film or television, perhaps).
   B. Provide a rationale or explanation of the importance of the objective.
      1. Describe how the learning will be useful both in and out of school.
      2. Describe how the learning will be useful both now and in the future.
   C. Keep the learner active rather than passive.
      1. Involve the learner with interaction with paper and pencil, performance of a manual task, or work with another student.
      2. Break the monotony of instruction; change instructional strategies and media.

II. Informing the learner of the objective
   A. State the objective early in the learning experience.
      1. Use words which will be readily understood by the students.
      2. Inform the learners of what they will be expected to do in order to demonstrate mastery of the objective.
      3. The objective can be presented in several ways:
         a. in writing
         b. orally, in person or on tape
         c. by demonstration
   B. Remind the student of the objective throughout the activities.
      1. Restate the objective periodically in writing and/or orally.
      2. Relate the instructional activities to the objective.

III. Recalling prior relevant learning
   A. Stimulate recall of previously learned skills and knowledge that are needed for the new learning to take place.
      1. Ask recall questions. (e.g., Do you remember...?)
      2. Lead the learner through the prerequisite learning to the development and acquisition of the new learning.
   B. Ensure that all learners possess the prerequisite learning.
      1. Administer a pretest which includes the prerequisite skills, knowledge, and attitudes.
      2. Provide supplemental "brush up" or remedial instruction for students who lack the prerequisite learning before they are allowed to go on with the new learning.
         a. Provide a written or oral review.
         b. List materials available for the student to use on his or her own.

IV. Presenting the instructional material
   A. Present the material to be learned in ways which take into account your learners' abilities (to read, to pay attention, to handle concepts, to work independently, etc.), learning styles and/or preferences, and needs.
   B. Match the media used to present the material to the requirements of the objective.
   C. Provide multiple, alternative opportunities for the learner to acquire the skills, knowledge and attitudes described in the objectives.

V. Providing learner guidance
   A. Stimulate a direction of thought which helps to keep the learner on track.
      1. Structure the instruction in a manner which logically guides the learner through it.
      2. Incorporate direct and indirect prompts (verbal questions; visual pointers, such as color, underlining, capitals, etc.; emphatic repetition; and other types of relevant cue devices.)
   B. Vary the amount of learner guidance with the type of learning to be done and the needs of the student.
      1. In some cases, telling the student the answer (e.g., the name of the object) is preferable; in other cases, leading the student to the discovery of the answer (e.g., combining old concepts to formulate new rules) is preferable.
      2. For some students, too much guidance is condescending; for others, too little guidance is frustrating.

VI. Providing the opportunity for the learner to practice the performance required by the objective
   A. Provide the opportunity for the appropriate practice of the desired behavior(s).
      1. The practice should elicit the behavior called for in the objective.
      2. The opportunities for practice can be structured to allow for performance with prompts to performance without prompts in applications to new situations.
   B. The amount of practice needed varies with the learning to be accomplished and the needs of the student.
      1. Allow sufficient, but not excessive, practice in order to ensure competence and to avoid boredom.
      2. Distribute rather than mass the opportunities for practice.
         a. Insert questions or other types of performance tasks throughout the instruction.
         b. Do not leave all of the opportunity for practice until the end of the instructional sequence.

VII. Providing feedback about performance correctness
   A. Provide information to the learner about the correctness of his or her practice and assessment performances.
      1. Sometimes feedback is automatically obvious (e.g., the student can tell when a machine works).
      2. More often, printed, visual or spoken feedback must be provided.
   B. Feedback should be provided to the learner as soon as possible--immediately, whenever possible.

VIII. Assessing the learner's performance
   A. Provide assessment items which validly and reliably allow for the determination of the degree to which the learner has achieved the objective.
   B. Ensure that the students:
      1. will be tested on the skills and knowledge described by the objective.
      2. will not be tested on skills and knowledge which have not been included in the instruction.

IX. Enhancing retention and transfer
   A. According to Madeline Hunter (1967), retention can be enhanced by:
      1. providing maximum meaning. We are more apt to remember material which is meaningful to us than material which has no meaning.
      2. seeing that important material is well learned. The better the original learning, the better the retention.
      3. making learning a pleasantly stimulating and exciting experience. We remember best what is associated with pleasant feeling tone.
      4. increasing positive transfer and minimizing negative transfer. When old learning assists in new learning, we have positive transfer; when old learning interferes with new learning, we have negative transfer.
      5. scheduling practice so that it is massed at the beginning and then distributed thereafter. Usually, many short practice periods are more effective than a few long periods.

B. Hunter also suggests some ways to enhance transfer (Hunter, 1971). She presents seven guidelines:

1. "Always look for knowledge in past experiences that will propel present learning.
2. Identify and label the similarities of the two learnings which make transfer from one appropriate to the other.
3. Use appropriate associations from the past and develop productive present associations.
4. Elicit the appropriate set to perform.
5. Make sure the learning is achieved to the appropriate degree.
6. Identify and label the key discriminators that make a situation what it is.
7. Practice transfer. Transfer itself may be made to transfer and is a critical attribute of learning how to learn." (p. 93)

Exercise #1

In the first part of this activity you read that the amount of attention given to each function will vary depending upon the needs of your learners. Imagine that you have learners with the characteristics described below. What function needs to be emhasized in each case and how might you go about accomplishing that function?

1. Your students need to be kept on track constantly because they lose sight of the goal towards which they are working.

   Function to be stressed: _____

   How to accomplish: _____

   _____

2. Your students are not very highly motivated and often lose interest in their work.

   Function to be stressed: _____

   How to accomplish: _____

   _____

3. Your students are insecure in their ability to learn and need clear-cut structure.

   Function to be stressed: _____

   How to accomplish: _____

   _____

4. Your students have difficulty relating what they already know to what they are presently learning.

   Function to be stressed: _____

   How to accomplish: _____

5. Your students need many chances to try to do the task called for in the objective.

   Function to be stressed: _____

   How to accomplish: _____

   _____

6. Your students seem to forget what they have learned easily and have problems using what they have learned in new situations.

   Function to be stressed: _____

   How to accomplish: _____

   _____

7. Your students feel most comfortable when they are told often about how well they are doing.

   Function to be stressed: _____

   How to accomplish: _____

   _____

8. Your students vary in the instructional modes they prefer and the modes which seem to be most effective for them.

   Function to be stressed: _____

   How to accomplish: _____

   _____

9. Your students have a great deal of test anxiety when they are assessed only at the end of large units of instruction.

   Function to be stressed: _____

   How to accomplish: _____

   _____

Turn this page upside down to check your answers to Exercise #1.

ANSWERS: Functions to be stressed - 1. informing the learner of the objective; 2. gaining and maintaining the learner's interest; 3. providing learning guidance; 4. recalling prior relevant learning; 5. providing opportunity for the learner to practice the performance required by the objective; 6. enhancing retention and transfer; 7. providing feedback about performance correctness; 8. presenting the instructional material; 9. assessing the learner's performance. How to accomplish- answers will vary, but will include the suggestions presented in the activity.

Exercise #2

Refer to your description of your target population and think about the common characteristics of your students. Then think about some of your individual students. For each function of the events of instruction, ask yourself if your class as a whole or individual students in your class would benefit from emphasis on that function. Put an "X" in one, both or neither column below.

	Class as a whole	Individual students
1. Gaining and maintaining the learner's attention		
2. Informing the learner of the objective		
3. Recalling prior relevant learning		
4. Presenting the instructional material		
5. Providing learning guidance		
6. Providing the opportunity for the learner to practice the performance required by the objective		
7. Providing feedback about the correctness of the performance		
8. Assessing the learner's performance		
9. Enhancing retention and transfer		

OBJECTIVE 3

DEVELOPING LEARNING ACTIVITIES

ACTIVITY 4

WRITING LEARNING ACTIVITIES

In order to write learning activities for your Kit, you will need the information you have acquired and the resources you have developed in preceding activities of this Kit; namely:

1. the objectives for your Kit (Objective 1 -Activity 5)
2. the description of your target population (Objective 3 - Activity 1)
3. the Objectives-Materials Matrix (Objective 2 - Activity 4)
4. the guidelines for:
   a. adapting materials (Objective 2 - Activity 5)
   b. selecting instructional strategies (Objective 3 - Activity 2)
   c. incorporating the functions of instruction (Objective 3 - Activity 3)

To see how all of this information can be utilized in writing learning activities, let's follow a Kit writer as he or she develops some activities.

The Kit writer's main concerns are to develop activities which:

1. match the objective (which, in turn, parallels the proficiency standards of the district).
2. can be prescribed on the basis of a diagnostic pretest.
3. provide multiple, alternative opportunities to achieve the objective.
4. accomplish, along with the other Kit components, the nine functions of the events of instruction.
5. allow for self-pacing.
6. utilize various sensory modes.
7. incorporate a variety of teaching/learning patterns.

The objective to be taught is:

You will demonstrate your understanding of label information that describes and identifies various products by:

a. listing information to be found on food and clothing labels.
b. distinguishing between true and false statements about label information.
c. reading and describing the meaning of information on actual labels.

The target population includes 10th and 11th graders enrolled in a program specifically designed for students who do not pass their district's AB65 proficiency examination in the 10th grade. All students read at the 6th grade level or above. (Students reading below the 6th grade level are assigned to a different program.) Students vary in the amount of remediation needed, in their motivation/interest and in their preferred learning modes. The school is located in the inner-city of a large metropolitan area, and the following racial groups are represented among the predominately lower-middle SES students: 45% Mexican-American, 30% Black, 20% Anglo, and 5% Asian-American.

From the Objectives-Materials Matrix, the following materials were selected for use in the Kit:

1. "How to Read a Food Label" (a reprint from Redbook Magazine)
2. "The Language of Labels" (a tape from Grolier's Modern Consumer Education program)
3. Label Talk (a workbook by Calvin Greatsinger, New Readers Press)
4. Buying Guides (a study-text by Stephen S. Udavari and Janet Laible, Stech-Vaughn Company)
5. "Reading Labels" (a master for transparencies and copies from Search Visuals - Consumer Economics, Scholastic Book Service)
6. "Reading Labels on Apparel and Household Textiles" (a pamphlet from the U. S. Department of Agriculture)
7. Labels from real products (food and clothing)

The writer looks at the available materials, and determines whether they can be used "as is" or need to be adapted. Even those materials which will be used "as is" need to have clear directions for their use written as part of the learning activity. The Kit writer decided to use the resources to design activities as described below:

1. "How to Read a Food Label"

Reprints of this article were obtained from the publisher. The article provides excellent information--but is purely informational. Thus, the activity must include not only reading the article but also ways for the learner to become actively involved, to practice performances similar to the objective, and to obtain feedback. In this case, the Kit writer instructed the student to read the article and then answer the writer's series of multiple-choice questions based on the article. The questions included the knowledge and skills required to perform the objective, and correct answers were provided for feedback. An additional task was to write a letter to one of the people or agencies concerned with labels that were listed in the article.

2. "The Language of Labels"

This is an audio tape,which is accompanied by a set of questions interspersed within the presentation and a post-test. Thus, the materials can be used "as is." Only directions to listen to the tape, to respond to the questions in writing, and to take the posttest needed to be written.

3. Label Talk

This workbook contains many exercises related to different types of labels. The activity for the Kit needed to list only the ten exercises relevant to this objective. Directions included the reminder to the student to write the answers on a separate sheet of paper, not in the book.

4. Buying Guides

This paperback work-text has a section "For Information about Labels" (pages 31 - 38) and "About Clothing Labels" (pages 59 - 63). These sections include informational narrative and short exercises. The Kit writer merely wrote directions, which included the pages to be read and the exercises to be completed.

5. "Reading Labels"

This master can be used in two ways: to make an overhead transparency and to duplicate handouts. Two types of activities were written around this material: first, an independent activity in which the student answers the questions on the handout; and, second, a group activity which makes use of the transparency as a basis for discussing a number of questions about labels.

6. "Reading the Labels on Apparel and Household Textiles"

This USDA pamphlet is available from Consumer Information in Pueblo, Colorado. It is a reprint from a chapter of a yearbook from the Department of Agriculture similar to a chapter in a textbook. The task of the Kit writer was to design questions which would assist the learner in culling the most pertinent information from the article in order to acquire the knowledge needed to accomplish the objective.

7. Actual labels

Actual labels from real products were used to design several activities. Labels collected by the Kit writer were used as a basis for questions to be answered independently by the learner and also as the material around which a group activity was written. These activities involved reading and interpreting the information on the label.

Another activity was written in which the student needed to collect his or her own labels to match descriptions provided in the Kit.

Each activity was then listed on the Record Page so that as the learner completed the pretest, the appropriate activities could be assigned. Remember, each student would not do all of the activities. Rather, activities would be assigned based on the pretest data, the management/scheduling demands of the classroom, and the preference of the student with the guidance of the teacher.

This Kit writer was able to find appropriate materials already available, so it was not necessary to write new material. Some material which might be very effective was not used because it was too expensive. The materials selected were either free or inexpensive (#1, 6 and 7), less than $4.00 per copy (#3 and 4), or part of materials already owned by the school (#2 and 5).

As you go about the task of developing learning activities for your Kit, you may find it helpful to refer to the following guidelines.

Guidelines for Developing Learning Activities

1. Relate activities directly to the objectives and to the tests.
2. Provide multiple, alternative activities for each objective.
3. Be precise and clear in your explanations and directions.
4. Write at the appropriate readability level. Check your materials with one of the formulas.
5. Imagine that you are talking to the learner one-to-one. Use the first person "You..." rather than "The student..."
6. Use humor occasionally, but don't overdo it.
7. Include as much of the needed material in the Kit itself as possible.
8. Carefully reference all material and equipment needed but not contained in the Kit itself. Tell the students where it is and how to get it if they require a lot of guidance.
9. Actively involve the learner in each activity.
10. Provide practice appropriate to the tasks specified in the objective.
11. Sequence the activities from the basic enabling skills to the terminal skill called for on the proficiency test.
12. Inform the student of the purpose of the activity.
13. Provide feedback to the learner regarding the correctness of his or her responses to practice and test items as soon as possible.
14. Incorporate the use of different senses.
15. Utilize appropriate teaching/learning patterns and vary them.
16. Make the activity interesting.
17. Provide for small steps. Avoid activities that are too lengthy and, therefore, potentially tedious or difficult.
18. Accomplish each of the nine functions of instruction.

Exercise

Now it is time for you to try your hand at writing learning activities for your own Kit. Use your Objectives-Materials Matrix and develop activities which make use of the most appropriate materials. If materials are not available to adequately instruct the learners in the objective, you will have a more extensive job to do because you will have to develop your own materials. Refer to the guidelines listed in the first paragraph of this Activity, to the Guidelines for Developing Learning Activities just presented, and to the activities in the sample Kit in the Appendix for help in writing your activities.

For one of your objectives, write at least four activities for your objective. It would be preferable if you could write all of the activities you need to teach the total objective and to meet the criteria implicit in the Guidelines.

After you have completed your activities, use the Guidelines to assess the extent to which you have met the criteria for developing activities. Make notes below of deficiencies you find which need to be remedied before preparing your activities for student use. Indicate what you might do to improve your activities. Then, modify the activities based on this information.

NOTES:

OBJECTIVE 3

DEVELOPING LEARNING ACTIVITIES

PRE/POST-TEST

Part I - To be completed for the pretest and the post-test. This part assesses the knowledge and skills needed to complete Part II of this test.

(1-6) List six categories of learner characteristics which need to be considered when you develop a Kit:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

7. What is the distinction between "individualized instruction" and "personalized instruction" as they are used in general practice?

_____

_____

_____

_____

(8-10) Write a brief definition for each of the following terms:

8. Instructional validity: _____

_____

9. Multiple, alternative learning opportunities: _____

_____

10. Diversity in instructional techniques: _____

_____

(11-15) Decide the primary sense(s) involved and the major teaching/learning pattern for each of the following instructional techniques:

11. Lecture (a) _____ (b) _____

12. Programmed Instruction (a) _____ (b) _____

13. Films (a) _____ (b) _____

14. Workbooks (a) _____ (b) _____

15. Role Playing (a) _____ (b) _____

(16-24) List the nine functions of the events of instruction as outlined by Robert Gagné:

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

(25-34) List ten guidelines to follow in developing learning activities for your Proficiency Skill Development Kit:

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____

31. _____

32. _____

33. _____

34. _____

OBJECTIVE 4

DEVELOPING ASSESSMENTS

OBJECTIVE: To develop pretest, post-test and practice items which match the objectives of your Kit and are congruent with the requirements of your district's proficiency standards.

INTRODUCTION: In the comparison of a Proficiency Skill Development Kit with a building, what might you consider analogous to the assessments in a Kit? Perhaps the techniques used by the building inspector to be sure that the building is up to the standards specified in the building codes -- possibly the techniques used by the personnel evaluator to determine if the users of the building are performing their tasks competently. Hopefully, these two comparisons, rather than stretching the analogy too far, will illustrate that assessment data are used not only to evaluate learner performance, but also to determine the effectiveness of the instructional materials and methods.

In this objective, you will learn about the purposes of pretests and posttests, not just the function of learner evaluation. The characteristics crucial to criterion-referenced tests will be presented with opportunities for you to determine whether test items possess the desired attributes.

As a review of information, you have probably studied at other times in preservice or inservice training and as a reference for your use in developing assessments for your Kit, a summary of the different types of criterion-referenced tests includes their descriptions, examples and guidelines for selecting the most appropriate type and writing each type of item.

As a result of completing Objective 4, you will have a pool of items which match the requirements of one of your Kit's objectives from which you can select pretest, post-test and practice items for your Kit.

OBJECTIVE 4

DEVELOPING ASSESSMENTS

PRE/POST-TEST

Part I - To be completed for the pretest and the post-test.
This part of the test assesses the knowledge and skills needed to complete Part II of the test.

(1-5) Match the statements on the left with the type of test on the right:

____1. Used to measure which knowledge and skills described by the objective are possessed by the student.

____2. Must be passed before a student moves on to other work.

____3. May be used to decide if the student needs to work on prerequisite skills.

____4. Used to diagnose weaknesses and prescribe learning activities.

____5. Used in evaluating instructional materials and products.

a. Pretest

b. Post-test

c. Pretest and Post-test

(6-7) Read the objective and three test items. Decide which one of the test items is congruent with the objective.

____6. Objective: To take a message during a telephone conversation and use a standard phone message form.

Items:
a. Read the telephone conversation below. Pretend that you are Mrs. Jones. Fill in the telephone message form with the correct information.
b. Read the telephone conversation below. Study the telephone message which was completed by Mrs. Jones in the conversation. Answer the following multiple-choice questions about the message.
c. Use the TeleTrainer phones to complete this task. Your teacher will take the part of the person who calls to leave a message. You will take the message by filling in the telephone message form below.

____7. Objective: To describe the duties of the executive departments of the United States federal government.

Items:
a. List the executive departments of the United States government.
b. Write a paragraph to explain the responsibilities of each of the twelve executive departments.
c. Match the executive department from Column A with its duties from Column B.

(8-13) Match the statement on the left with the term on the right:

____8.	The items you include in your test must be taught in the learning activities of the Kit.	a. Understandability b. Objectivity c. Equivalence d. Congruence
____9.	Your items must be written so that the learner comprehends them clearly.	
____10.	Your test must closely match the objectives you've specified for your Kit.	
____11.	Items which assess the same skill or knowledge on a pretest and on a posttest must, in fact, assess comparable behaviors.	
____12.	In the Kits you design to meet the requirements of AB65, you want to be sure that a large portion of your test items are comparable in content and performance to the district's proficiency exam.	
____13.	When a learner has responded to an item, it must be clear as to how to decide if the response is correct.	

(14-17) Read the objectives below. Decide what type of test would be most appropriate:

a. Written - Selection
b. Written - Supply
c. Performance - Rating Scale
d. Performance - Checklist

____14. You will list six possible causes for poor eating habits in children.

____15. You will demonstrate the correct step-by-step procedure for taking a person's temperature using an oral thermometer.

____16. You will demonstrate, using an oral thermometer, the correct step-by-step procedure for taking a person's temperature.

____17. You will prepare a bag lunch for a child of a given age level (6-8, 9-11, or 12-14 years) which will be judged for the extent to which it is nutritrious, safe from spoilage, and appealing to a child.

(18-20) Read each of the test items below. If the item is correctly written, write "correct." If there are errors in the item, list what is wrong.

18. When you shop for food, which of the following should not be a consideration?
    a. your family's preferences
    b. to compare unit prices
    c. how much you need
    d. none of the above

Errors: _____

_____

19. Write an essay on the topic "Consumer Rights."

Errors:_____

_____

20. Demonstrate each step in the proper order for changing an automobile tire.

For the teacher: Did the student change the tire correctly? YES NO

Errors:_____

_____

(21-23) What three types of information do you need to include on the test Answer Keys of your Kit?

21._____

22._____

23._____

Part II - To be completed ONLY as a part of the pretest. If you are not sure of how to do this section, refer to the Answer Key for the activities.

Look at the objectives for your Proficiency Skill Development Kit.

1. Do you know of sources of already existing test items you can use to assess your objectives? YES NO

2. What type of items should you develop for each of your objectives?

#1_____

#2_____

#3_____

#4_____

#5_____

3. Write items to assess at least one of your objectives. (You may need to use another piece of paper.)

_____

_____

_____

_____

_____

_____

OBJECTIVE 4

DEVELOPING ASSESSMENTS

ACTIVITY 1

PURPOSES OF TESTS

In your Proficiency Skill Development Kit, you will include two kinds of assessments: pretests and post-tests. This activity is concerned with the purposes served by these tests in a Kit and in an instructional program in general.

The purpose of the pretest is to help the teacher and the student determine which, if any, of the skills described by the objective are already in the student's repertoire of behaviors. If the learner can demonstrate the required skills without any work in the Kit - fine! On the other hand, if the student misses items of the pretest, learning activities designed to teach those skills can be assigned. In this way, the pretest serves a diagnostic-prescriptive function. A pretest may also assess the extent to which the student possesses the skills prerequisite to successful completion of the Kit. The pre-assessment will be use to decide whether the student:

1. receives instruction on the prerequisite skills.
2. participates in prescribed learning activities based on the pretest performance.
3. moves on to the pretest for the next objective or the next Kit.

There are other functions performed by the pretest. It can serve as an introduction to the material in the Kit for each objective. By taking the pre-assessment, the student gets a good idea of what will be expected upon completion of the Kit. Additionally, the pretest serves as a basis for measuring student progress.

Like the pretest, the post-test is designed to measure the student's achievement of the objective. The post-test is taken by the student after all of the prescribed learning activities have been completed satisfactorily. Successful completion of the post-test indicates that the student can proceed to the next objective of the Kit, to the next Kit or to another type of instructional activity. If the post-test performance indicates that the student still needs work, additional learning activities should be assigned and finished before the posttest is attempted again. The student should not proceed to the next objective until the post-test has been passed.

In addition to supplying information about the student's performance and progress, the system of pre- and post-testing supplies information useful in the evaluation of the materials, the activities, and the teacher.

Do the exercise on the following page to see if you understand the purposes of pretests and post-tests.

Exercise

Write pre, post or both in front of the statements below:

_____1. Used to measure which knowledges and skills described by the objective are possessed by the student.

_____2. Gives the learner an idea of what will be expected upon completion of the Kit.

_____3. Is taken after completing the learning activities.

_____4. Is taken before working on an objective.

_____5. May be used to decide if a student needs to work on prerequisite skills.

_____6. Used in evaluating instructional materials and products.

_____7. Used to diagnose weaknesses and prescribe learning activities.

_____8. May indicate additional instructional activities are needed.

_____9. Used to assess student growth toward the achievement of the objective.

_____10. Must be passed before a student moves on to other work.

To check your answers, turn this page upside down.

ANSWERS: 1. both; 2. pre; 3. post; 4. pre; 5. pre; 6. both; 7. pre (or both); 8. post; 9. both; 10. post

OBJECTIVE 4

DEVELOPING ASSESSMENTS

ACTIVITY 2

CRITERION-REFERENCED TESTS: DEFINITIONS AND CHARACTERISTICS

As described in Activity 1, the primary purpose of tests in the Kit is to determine how well a student can perform the behavior(s) defined in the objective(s). The well-defined behaviors of the objective serve as the criterion with which the student's performance will be compared. Therefore, such tests which assess a student's performance with respect to a well-defined criterion are called criterion-referenced tests. You can see that it is critical for the criterion-referenced test items to reflect, as closely as possible, the objective on which they are based. This was described in Objective 1 of the Kit as congruence between curriculum and assessment, which is necessary for curricular validity in a test.

Let's examine the issue of objective-test congruence further by looking at some examples:

Example #1

Objective: To compute the costs of items at a "25% off" sale, given the original costs.

Items: Which of the following test items is congruent with the objective? What is wrong with the other items?

a. Sequence the steps you go through to calculate percentages. The steps are listed below out of order. Put a "1" next to what you do first, a "2" next to what you do second, and so on.

b. Write the sale price tags for each of the following-priced items when they are reduced by 25%.
   (1) $13.98
   (2) $75.00
   (3) $100.00

c. Listed below are the sale prices of several items which have been reduced 25% from their original costs. What was the original cost of each item?
   (1) $10.49
   (2) $56.25
   (3) $75.00

Did you select item b. as the one which is congruent with the objective? Good! This item parallels the content, conditions and performance described in the objective. Item a. would assess a behavior that would enable the learner to perform the objective but would not provide information as to the student's ability to perform the behavior described in the objective. The skills required in item c. are related to those required in the objective, but they are different and, therefore, not congruent with the objective.

Example #2

Objective: To distinguish between facts and opinions contained in newspaper editorials.

Items: Which of the following test items is congruent with the objective? What is wrong with the other items?

a. Write a definition in your own words for "fact" and "opinion."
b. Read the newspaper editorial presented below. Underline each fact once; underline each opinion twice.
c. Write an editorial for your school newspaper. Include five facts and five opinions.

Look at the answers for Example #1. The correct responses for Example #2 are exactly the same!

In addition to congruence with the objective, the criterion-referenced test items in your Kit should exhibit several other characteristics. These are:

1. Understandability
   The item must be written or otherwise presented so that the learner clearly understands what to do.

2. Objectivity
   The item must elicit a performance about which any competent observer can make a clear and unequivocal assessment as to whether or not the learner has successfully demonstrated the performance.

3. Equivalence
   a. Items which assess the same skill or knowledge, either on the same test or on pre- and post-test, must be equivalent. You would expect learners who pass one item to pass the other(s) and those who fail one to fail the other(s).
   b. The items you include in your Kit, which is designed to teach the objectives assessed in your district's proficiency exam, should be equivalent to the items contained on that exam. Not all of the items need be--some may be easier and some may be more difficult--but some MUST be equivalent to the proficiency test items.

4. Congruence
   a. Discussed already in this activity is the need for your test to closely match the objectives you've specified for the Kit.
   b. Additionally, the test items must be congruent with the instruction provided in the learning activities of the Kit. One way to guarantee this congruence is to include the opportunity for learners to practice equivalent behaviors within the learning activities of the Kit. This relates to the topic of instructional validity which you studied in Objective 1.

Exercise

Read each statement below. Select the option to which the statement refers.

____1. Your test must closely match the objectives you've specified for your Kit.

a. Understandability
b. Objectivity
c. Equivalence
d. Congruence

____2. Your item must be written so that the learner comprehends it clearly.

a. Understandability
b. Objectivity
c. Equivalence
d. Congruence

____3. Items which assess the same skill or knowledge on the pretest and on the post-test must, in fact, assess comparable behaviors.

a. Understandability
b. Objectivity
c. Equivalence
d. Congruence

____4. The items you include in your test must be taught in the learning activities of the Kit.

a. Understandability
b. Objectivity
c. Equivalence
d. Congruence

____5. When a learner has responded to an item, it must be clear as to how to decide if the response is correct.

a. Understandability
b. Objectivity
c. Equivalence
d. Congruence

____6. In the Kits you design to meet the requirements of AB65, you want to be sure that a large portion of your test items are comparable in content and performance to the district's proficiency examination.

a. Understandability
b. Objectivity
c. Equivalence
d. Congruence

Turn this page upside down to check the correctness of your responses.

ANSWERS: 1. d; 2. a; 3. c; 4. d; 5. b; 6. c

OBJECTIVE 4

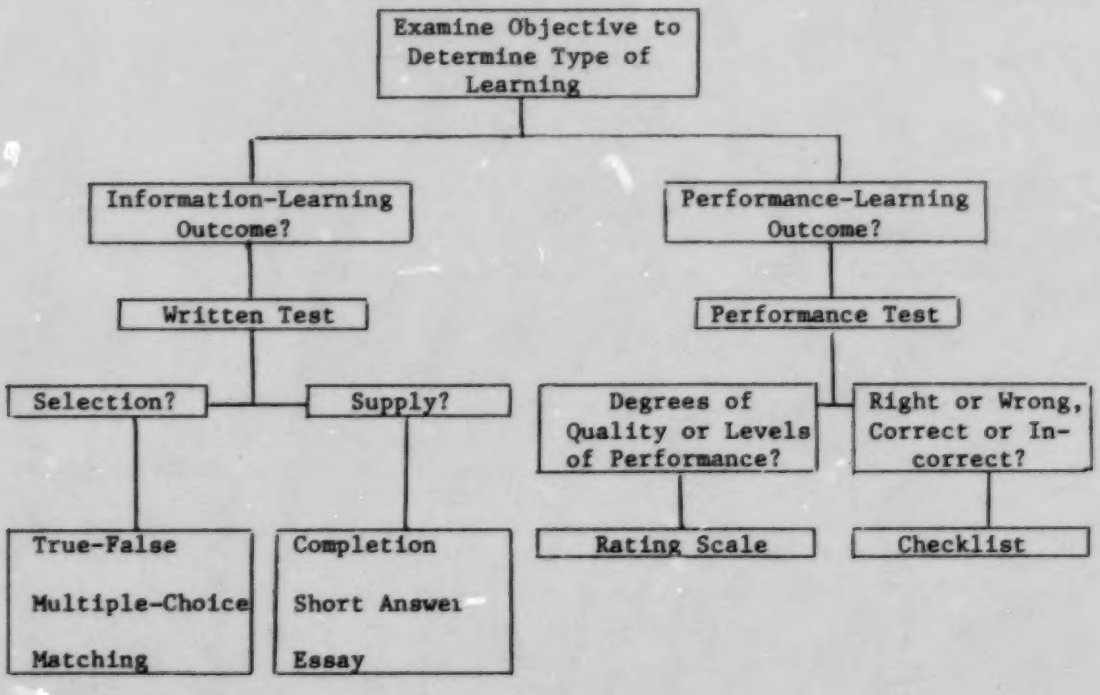
DEVELOPING ASSESSMENTS

ACTIVITY 3

TYPES OF CRITERION-REFERENCED TESTS

Too commonly, educators think only of using paper-and-pencil items when they want to assess their students' performance. In fact, there are diverse ways in which to assess the accomplishment of objectives. One of your prerequisites before beginning this Kit was a general knowledge of test theory and construction. Therefore, this activity is presented only as a summary for your review of the various types of measures to consider when selecting or writing items for your Kit. Study first the Summary Chart presented below and then the brief narrative which explains the chart.

SUMMARY CHART
TYPES OF CRITERION-REFERENCED TESTS



For a test to assess whether a learner can demonstrate the attainment of an objective, it must require exactly the same behavior from the learner that the objective specifies. Therefore, you must examine your objective to determine what type of test to use. There are two steps in deciding the type of test to use.

1. Determine whether a WRITTEN or a PERFORMANCE test is called for by the objective.

   a. If an objective calls for the learners to demonstrate knowledge or information about something, a written test is appropriate. Although a student usually writes the answers to the questions on a written test, the test can be given orally. If your objective calls for your students to do such things as define, list, identify, name, describe, or distinguish, a written test is indicated.

   b. If an objective calls for the learners to demonstrate the actual performance of a skill, a performance test is appropriate. When your objective calls for your students to do such things as cut, type, repair, construct, compile or sing, a performance test is indicated. Some performance tests do require writing also.

2. Determine what type(s) of written or performance test is most appropriate for the objective.

   a. If you've determined that a written test is appropriate, you must determine whether to use SELECTION or SUPPLY type items.
      (1) Selection tests are written tests that require the student to select the correct answer from choices that are provided. They include:
         (a) Multiple-choice
         (b) True-False
         (c) Matching
      (2) Supply tests are written tests that require the student to construct or supply an original response. They include:
         (a) Completion
         (b) Short answer
         (c) Essay questions

   b. If you've determined that a performance test is appropriate, you must next determine whether to use a RATING SCALE or a CHECKLIST.
      (1) Rating scales are used when the performance being tested involves degrees of quality or levels of performance.
      (2) Checklists are used to judge whether the procedures in a performance or the features of a product are right or wrong, acceptable or unacceptable.

<u>Exercises:</u> Do the two exercises which begin on the next page.

Exercise #1

Read the objectives below. Decide what type of test would be most appropriate:

a. Written - selection: multiple-choice
b. Written - selection: true-false
c. Written - selection: matching
d. Written - supply: completion
e. Written - supply: short answer
f. Written - supply: essay
g. Performance - rating scale
h. Performance - checklist

____1. You will execute a left-hand turn, a right-hand turn and a U-turn in your automobile. Each turn will be judged either acceptable or unacceptable.

____2. You will list the steps to take if you are involved in an automobile accident.

____3. You will distinguish between proper and improper uses of automobile lights and signals.

____4. You will fill in an application for automobile insurance.

____5. You will demonstrate your ability to drive in city traffic by driving the route marked on the accompanying map. The evaluator will determine the degree to which you correctly start, stop, turn, and respond to emergency situations.

____6. You will write the narrative description of an accident report.

____7. You will locate printed road signs which correspond to given descriptions of their meanings.

____8. You will choose the best course of action to take from four options when presented with driving emergencies.

Turn this page upside down to check the correctness of your responses.

Exercise #2

Look at the objectives you wrote in Activity 5 of Objective 1. For each objective, determine what type of test is most appropriate. Use the type names listed in Exercise #1 above.

Objective #1_____

Objective #2_____

Objective #3_____

Objective #4_____

Objective #5_____

ANSWERS: 1. h; 2. e; 3. b; 4. d; 5. g; 6. f; 7. c; 8. a

OBJECTIVE 4

DEVELOPING ASSESSMENTS

ACTIVITY 4

SELECTING AND/OR WRITING TEST ITEMS

Selecting Measures

As was the case with developing learning activities, it is sometimes not necessary to start from scratch in developing assessments for your Kit. There are resources available to you which provide a pool of items from which you can select measures most appropriate for your objectives, your learners and your classroom situation. Sometimes you can use these measures "as is"; other times you may need to adapt them to meet your particular needs. When you select measures, you must use the same precautions to avoid violation of copyright law as you do in using commercially produced instructional materials. (Review Objective 2 - Activity 5.)

Some of the sources you can consider in searching for existing measures which are congruent with your objectives are:

1. Tests you and other teachers have previously prepared to assess the objectives.

2. Tests which accompany commercially available instructional materials, particularly if you've incorporated the materials into the learning activities of the Kit.

3. Test items which are available from many local districts and from the Office of Program Evaluation and Research of the California State Department of Education.

4. Test items which are available from commercial and non-profit publishers. Often items are keyed to specific objectives, some of which may correspond to your Kit's objectives.

As you review existing items for possible use in your Kit, remember to judge them according to the characteristics outlined in Activity 2 of this objective:

1. Understandability
2. Objectivity
3. Equivalence
4. Congruence

Writing Measures

When you do not find existing items which meet the four criteria listed above, you will have to develop measures of your own. The scope of this Kit

precludes extensive instruction in the area of test construction. Many useful texts and courses are available for an in-depth study of how to design tests. This activity presents only a summary of some guidelines for you to consider along with the four criteria previously discussed when you write measures for your Kit.

I. Multiple-Choice

A. Description

A multiple-choice item has two parts: The stem presents a direct question or an incomplete statement; the options include choices from which to select the best answer or completion for the stem.

B. Example

The cost of tomatoes is 58¢ per pound. How much do two pounds of tomatoes cost?

a. $ .29
b. $1.08
c. $1.16
d. $1.29

C. Guidelines

1. Include most words in the stem, not the options.
2. Present the options in logical order (alphabetical, numerical, chronological, etc.)
3. Avoid the use of negatives such as "not," which can mislead and confuse students.
4. Keep the length of the options about the same.
5. Write the stem and the options so that they are grammatically consistent.
6. Provide only one correct answer among the options.
7. Make all of the options reasonable and appealing to the student who doesn't know the correct answer.
8. Generally, provide three to five options.

II. True-False

A. Description

A true-false item presents a statement which the student must identify as being either true or false.

B. Example

Put a "T" before those statements that are true and an "F" before those items that are false:

____ 1. An antidote is given to counteract poison.
____ 2. "Combustible" on a container means that the contents are toxic.

C. Guidelines

1. Limit each item to one idea.
2. Keep the item as short as possible.
3. Do not allow answers to form a pattern.
4. The item should be true or false without qualification, unless you state the qualification.
5. In false items, avoid words that make the item sound extreme (e.g., only, never, all, every, always, none.)
6. In true items, avoid words that qualify the statement and broaden the possibility of its being true (e.g., usually, generally, sometimes, could, often, may.)

III. Matching

A. Description

A matching item contains two lists and directions on how to match items in one list with the items in the other list.

B. Example

Below are two columns: Column A contains a list of cities and Column B contains a list of ZIP codes. Write the letter of the item in Column B which shows the ZIP code of each city listed in Column A.

	A	B
_____1.	Chicago, Illinois	a. 101__
_____2.	Denver, Colorado	b. 191__
_____3.	Los Angeles, California	c. 441__
_____4.	New York, New York	d. 606__
_____5.	Philadelphia, Pennsylvania	e. 802__
		f. 900__

C. Guidelines

1. Keep the lists for matching short--not more than ten items.
2. Give clear directions for how the matching is to be done.
3. The lists may be of equal or unequal lengths, but generally include some items that are used not at all or more than once.
4. Keep the items within each column as similar as possible. Avoid mixing the content of a list.
5. Present the items within each list in some logical order (e.g., alphabetical, chronological, numerical).

IV. Completion

A. Description

In a completion item the student is given an incomplete statement or a complete question. Usually a blank space is provided for the student to write one word or a few words.

B. Example

The "dis" in disadvantaged makes the word mean _____.

C. Guidelines

1. Do not take sentences directly from your instructional material to use in completion items. Rewrite the statements.
2. Do not include too many blanks.
3. Make sure there is only one correct answer.
4. Put the blanks at the middle or the end of the item, not the beginning.
5. Leave enough room for the student to write the correct answer.

V. Short Answer and Essay

A. Description

Both short answer and essay items present the students with a question that requires a response of more than a few words: A short answer requires no more than a paragraph; an essay may be anywhere from a paragraph to several pages long.

B. Example

Short answer: List the steps to follow in applying mouth-to-mouth resuscitation. Be sure that you list all of the steps and that the steps are in order.

Essay: Describe in one paragraph each of the four major causes of food poisoning.

C. Guidelines

1. Tell the students what to do and in what detail it should be done.
2. Prepare a model answer to use in evaluating the students' responses.

VI. Rating Scales

A. Description

A rating scale is used to test performance which involves degrees of quality or levels of performance. The performance is rated on a scale which is usually a horizontal line with numbers, words or phrases (or both) written along fixed points on the line.

B. Example

Situation: The students are to come to class as if they were going on a job interview. The performance is to assess their ability to dress appropriately for a job interview (including general grooming and cleanliness, appropriateness of attire for type of interview, etc.). The students' appearance (performance) would be rated on the following scale:

	(LOW)				(HIGH)
Cleanliness	1	2	3	4	5
Neatness	1	2	3	4	5
Appropriateness of attire	1	2	3	4	5

C. Guidelines

1. Analyze the performance and list the items that should be included in the scale.
2. Use a rating scale of from three to nine points.
3. Identify the points on your scale with numbers or words.

VII. Checklists

A. Description

A checklist is used to evaluate the performance which involves determining whether the procedures or product are acceptable or unacceptable. Each step of the procedures or each part of the product is listed and space provided to indicate whether it was correct or incorrect, acceptable or unacceptable, etc.

B. Example

Situation: The students must demonstrate the ability to write a business letter by actually composing and writing a letter for a specific purpose. Each part of the finished product is evaluated as acceptable or unacceptable.

	Acceptable	Unacceptable
Return address	_____	_____
Inside address	_____	_____
Salutation	_____	_____
Closing	_____	_____
Signature	_____	_____
Envelope	_____	_____
Body: Content	_____	_____
Mechanics	_____	_____

C. Guidelines

1. Analyze the performance and list the items that should be included in the checklist. Include either the steps in the procedure or the parts of the final product to be evaluated.
2. Provide for two dichotomous evaluations: right/wrong, correct/incorrect, acceptable/unacceptable, competent/needs work, etc.

Developing a Pool of Items

When you select and/or write assessment items to match your objectives, develop a pool of items. This pool of equivalent items can be drawn from in order to compose a pretest, a posttest, alternative forms of the tests and/or practice within the instruction. Most often you will want to use more than one item in both your test(s) and your practice opportunities, so you can see the need for developing a pool of 6-12 or more items.

Pre - Post: Same or Different?

As you know, in some programs the pretest is different from the post-test; in other programs it is the same. In deciding whether to use the same test or a different test for your pre- and post-assessments, you should consider the following concerns.

1. Do you have a pool of items which are, in fact, equivalent so that the pretest and the post-test which contain different items are still assessing the same knowledge and skills at the same level of difficulty?

2. Are your items such that students would be able to merely memorize the item and not need to learn the entire domain of behaviors of which the item is only a sample? If so, your pretest probably should differ from your posttest. If not, you could consider using the same test for pre- and post-assessments.

The Answer Key

The answer keys for your pretests and post-tests need to contain three types of information:

1. the correct response to each item
2. directions for scoring
3. learning activity numbers or titles keyed to each item or section of the test

When you have a written selection type test, the correct responses are quite simple to list on the answer key. However, when you use supply items, it is necessary to include all acceptable responses, or to provide a model answer, and/or to list the points that must be included in the response. When you use performance items, your carefully developed rating scale or checklist will be included.

There are several approaches you can take to scoring your tests. You may simply indicate that a given number of the total number of items must be answered correctly in order to "pass" or to be certified as "competent." You might want to weigh different items on the test by assigning varying points to each item and then indicate the number of points needed to "pass." Of course, you can use percentages to indicate scores.

Regardless of the method you use to score a test, you will be faced with the task of determining what score indicates that a student is "competent" and may proceed to the next objective, the next Kit or another assignment. This is a determination you will make based upon your professional judgment, the objective being taught, the difficulty level of the test and the kinds of decisions to be made with the test scores. In some cases, a perfect score will be mandatory; in others, 95, 90, 85 or even 70 percent will be acceptable. In any case, your answer key should include directions for assigning a score and for indicating whether or not the learner's score is acceptable.

The pre/post-tests are to be written to be used in a diagnostic-prescriptive program. Thus, in order to prescribe activities which will, in fact, teach the areas diagnosed as deficient by the test, you will need to indicate on your answer key the learning activities which are keyed to the individual items or to sections of the test. This system of cross-referencing your test items with your learning activities will help you to achieve instructional validity. Every test item must be correlated with at least one, and ideally more than one, activity. On the other hand, every learning activity should also appear on the answer key correlated with one or more items of the test.

Look at the answer keys in the Sample Kit in the Appendix and review the answer keys for the pre/post-tests for objectives 1 through 4 of this Kit. (Do not peek at objectives 5 and 6 yet!) You will see different ways to incorporate the three vital kinds of information on an answer key.

Exercises

A. Read each of the test items below. Decide if there are guidelines which have not been followed. List any of the errors in the spaces provided.

1. Which of the following is not an OPEC nation?
   a. Iran
   b. Ecuador
   c. Saudi Arabia
   d. Italy

Errors: _____

_____

2. You can save energy in heating your home by:
   a. keeping the drapes closed on the shady side of the house and at night since glass allows warm air to escape outside.
   b. have fireplace dampers open.
   c. turning your thermostat down to 75° during the day and 70° at night so that you can save money on your heating bills and also save fuel to help conserve energy.

Errors: _____

_____

3. True or False?
   To conserve energy in cold weather, you should always keep the drapes closed, and in warm weather you should never keep the drapes open.

Errors: _____

_____

4. Match the city on the left with its area code on the right:

1.	New York	a.	213
2.	Chicago	b.	202
3.	Philadelphia	c.	215
4.	Los Angeles	d.	312
5.	San Francisco	e.	415

Errors: _____

5. _____, _____, and _____ are three sources of energy.

Errors: _____

_____

6. Why is there an energy shortage?

Errors: _____

_____

7. Use the model home to locate and correct four energy-wasting practices.

Checklist for teacher's use only

Did the student locate and correct the following:

a.	thermostat set too low	YES NO
b.	windows open/air conditioner on	YES NO
c.	furniture in front of air vents	YES NO
d.	drapes open on sunny side of house	YES NO

Errors: _____

_____

8. Prepare a dinner for a family of three (two adults and one eight-year old girl) for a total cost of $4.00. Your dinner will be rated on nutrition, eye appeal, effective use of money, proper preparation and correct serving.

Rating scale for teacher's use only

nutrition _____
eye appeal _____
use of money _____
preparation _____
serving _____

Errors: _____

_____

To check the correctness of your responses, look at the end of this activity.

B. Look at the objectives you have for your Kit. Select one of your objectives and write items to assess it. If your objectives are very comprehensive and/or reflect the terminal behavior, you may need to write some en route objectives which you can use in addition to the terminal objectives. The pre/post-tests of the Kit through which you are working make use of this technique.
When you have written your items, verify that you have taught the skills and/or knowledge required to do the items in your activities and that you have provided equivalent practice in the activities.
Evaluate your items using the guidelines for each type of item and the criteria of understandability, objectivity, equivalence and congruence.

Use the next page to write your items.

Your Objective: _____

_____

Your Test Items: _____

C. Think about developing your answer key.
   1. Can you provide a correct response, a model answer, a list of points to be included, a checklist or a rating scale for determining the acceptability of each response?
   2. What technique will you use for scoring the test? How will you determine the passing score?
   3. Have you written, or do you intend to write, activities which teach every item you plan to include in your test?

Eventually as you complete your Kit, your pre/post-tests and answer keys will be developed to meet the guidelines and criteria outlined in this activity. Good luck!

ANSWERS FOR PART A

Errors in each item:

1. The use of the word "not."
   Options should be in alphabetical order.

2. Length of the options varies too much.
   More words are in some options than are in the stem.
   Stem and options are not grammatically consistent.

3. More than one idea is included in the item.
   The use of the words "always" and "never" should be avoided.

4. Directions for how to match are not given.
   The list of cities should be in alphabetical order.
   The list of area codes should be in numerical order.
   All items in both lists are used and are used only once.

5. The blanks are at the beginning.
   The blanks are too short.
   There may be too many blanks in the item.

6. There are not enough directions to the student as to what should be done in terms of content and performance and criteria.

7. No errors.

8. There are no points identified on the rating line.
   No identification by either words or numbers.

OBJECTIVE 4

DEVELOPING ASSESSMENTS

PRE/POST-TEST

Part I - To be completed for the pretest and the post-test.
This part of the test assesses the knowledge and skills needed to complete Part II of the test.

(1-5) Match the statements on the left with the type of test on the right:

____1. Used to measure which knowledge and skills described by the objective are possessed by the student.

____2. Must be passed before a student moves on to other work.

____3. May be used to decide if the student needs to work on prerequisite skills.

____4. Used to diagnose weaknesses and prescribe learning activities.

____5. Used in evaluating instructional materials and products.

a. Pretest

b. Post-test

c. Pretest and Post-test

(6-7) Read the objective and three test items. Decide which of the test items is congruent with the objective.

____6. Objective: To take a message during a telephone conversation using a standard phone message form.

Items:
a. Read the telephone conversation below. Pretend that you are Mrs. Jones. Fill in the telephone message form with the correct information.
b. Read the telephone conversation below. Study the telephone message which was completed by Mrs. Jones in the conversation. Answer the following multiple-choice questions about the message.
c. Use the TeleTrainer phones to complete this task. Your teacher will take the part of the person who calls to leave a message. You will take the message by filling in the telephone message form below.

____7. Objective: To describe the duties of the executive departments of the United States federal government.

Items:
a. List the executive departments of the United States government.
b. Write a paragraph to explain the responsibilities of each of the twelve executive departments.
c. Match the executive department from Column A with its duties from Column B.

(8-13) Match the statement on the left with the term on the right:

a. Understandability
b. Objectivity
c. Equivalence
d. Congruence

____8. The items you include in your test must be taught in the learning activities of the Kit.

____9. Your items must be written so that the learner comprehends them clearly.

___10. Your test must closely match the objectives you've specified for your Kit.

___11. Items which assess the same skill or knowledge on a pre-test and on a post-test must, in fact, assess comparable behaviors.

___12. In the Kits you design to meet the requirements of AB65, you want to be sure that a large portion of your test items are comparable in content and performance to the district's proficiency exam.

___13. When a learner has responded to an item, it must be clear as to how to decide if the response is correct.

(14-17) Read the objectives below. Decide what type of test would be most appropriate:

a. Written - Selection
b. Written - Supply
c. Performance - Rating Scale
d. Performance - Checklist

____14. You will list six possible causes for poor eating habits in children.

____15. You will demonstrate the correct step-by-step procedure for taking a person's temperature using an oral thermometer.

____16. You will distinguish between true and false statements about childhood diseases and their symptoms.

____17. You will prepare a bag lunch for a child of a given age level (6-8, 9-11, or 12-14 years) which will be judged for the extent to which it is nutritrious, safe from spoilage, and appealing to a child.

(18-20) Read each of the test items below. If the item is correctly written, write "correct." If there are errors in the item, list what is wrong.

18. When you shop for food, which of the following should not be a consideration?
    a. your family's preferences
    b. to compare unit prices
    c. how much you need
    d. none of the above

Errors:_____

19. Write an essay on the topic "Consumer Rights."

Errors: _____

_____

20. Demonstrate each step in the proper order for changing an automobile tire.

For the teacher: Did the student change the tire correctly? YES NO

Errors: _____

_____

(21-23) What three types of information do you need to include on the test answer keys of your Kit?

21. _____

22. _____

23. _____

OBJECTIVE 5

DEVELOPING OTHER KIT COMPONENTS

OBJECTIVE: To develop the other components of your Kit:

a. Getting Started
b. Why This Is Important To You
c. Prerequisites
d. Materials Needed for This Kit
e. Introductions
f. Record Page
g. Putting It To Use

INTRODUCTION: You've come to think of the parts of the Kit you have studied about already and have begun to develop as the blueprint, the foundation, the raw materials, the building blocks and the evaluators/inspectors of your Proficiency Skill Development Kit. The objectives, learning activities and assessments are the essential components in every Kit. The other components which you will learn about and develop in this objective might be thought of as the mortar which holds the blocks together and gives the Kit structure and continuity. The titles of these components and their functions, content, sequence and format have been used successfully by other teachers. You may find, however, after working with them that you want to adapt them to your own particular needs and preferences. The important point to remember is to include in your Kit the components which perform the functions of instruction and which will facilitate the use of your Kit by you and your students.

In this objective, you will learn what the other components of a Kit are, what they include and the function(s) they accomplish. You will be given instruction, examples and guidelines to assist you in writing the various Kit components listed in the objective.

Once you have written your Kit, you will need to prepare it for use by your students. In this objective, you will be given the opportunity to plan for this preparation following guidelines and models.

As a review, a summary of the steps you go through in developing a Kit is presented, as well as a checklist you can use to rate your own Kit and those you write in the future.

Thus, as a result of this objective, you will have a preliminary version of each of the components for your Kit, a self-evaluation of your Kit and a plan for preparing it for student use.

OBJECTIVE 5

DEVELOPING OTHER KIT COMPONENTS

PRE/POST-TEST

Part I - To be completed for the pretest and the post-test
This part of the test assesses the knowledge and skills needed to complete Part II of the test.

(1-5) Select one item from Column B and one item from Column C to match each item in Column A. Write the numerals and letters in the blanks in front of the items in Column A.

COLUMN A

___ ___ 1. Getting Started

___ ___ 2. Putting It To Use

___ ___ 3. Introduction

___ ___ 4. Pre/post-tests

___ ___ 5. Record Page

COLUMN B

A. Gaining and maintaining the learner's attention
B. Informing the learner of the objective
C. Stimulating recall of prior relevant learning
D. Presenting instruction
E. Providing learner guidance
F. Providing opportunity for practice
G. Providing feedback about performance correctness
H. Assessing the learner's performance
I. Enhancing retention and transfer

COLUMN C

I. Suggestions to the student on how to apply what has been learned to future learning and everyday life
II. A form for the use of the learner and the teacher to keep track of what has been accomplished and what needs to be done.
III. A list of the specific outcomes desired after instruction
IV. Directions to learner on how to begin work on the Kit
V. A statement which provides a preview or overview of what is to be covered in the activities for each objective.
VI. Assessments to determine the performance of the student before and after the Kit

(6-13) Arrange the following steps in completing a Kit in the correct sequence:

____6. Group and sequence objectives to comprise a competency.

____7. Write the other Kit components.

____8. Delineate instructional objectives which match the proficiency exam.

____9. Develop a pool of items to assess each objective.

___10. Design multiple, alternative learning activities.

(NOTE: CONTINUED ON NEXT PAGE)

___11. Prepare the Kit for student use.

___12. Examine your proficiency exam information.

___13. Complete an Objectives-Materials Matrix for each objective.

Part II - If you believe that you have the knowledge and skills to do so, write each of the following components for your Kit. If you need help, do the keyed activities.

1. Getting Started
2. Why This Is Important To You
3. Prerequisites
4. Materials Needed for This Kit
5. Introductions to Your objectives
6. Record Page
7. Putting It To Use

8. Once you have finished writing your Kit, how will you prepare it for student use? If you do not know, you will need to complete Objective 5 - Activity 4. If you do know, answer these questions:

   a. How many copies do you need to have duplicated?

      (1) student materials - consumable _____

      (2) student materials - non-consumable _____

      (3) tests_____

      (4) teacher materials _____

   b. What duplication process(es) will you use?

      _____

   c. How will you prepare your master copies?_____

      _____

   d. Do you plan to use color coding? What kind?_____

      _____

   e. How will you collate your Kit?_____

      _____

OBJECTIVE 5

DEVELOPING OTHER KIT COMPONENTS

ACTIVITY 1

COMPONENTS OF PROFICIENCY SKILL DEVELOPMENT KITS

You are already familiar with most of the components of a Proficiency Skill Development Kit because you have been working through a Kit in order to learn how to develop one of your own. Review the different sections you have already completed and look over the sample Kit in the Appendix. Then match each component of a Proficiency Skill Development Kit listed in Column A with its description in Column B. Turn your page upside down to check your answers.

Column A	Column B
____1. Getting Started	a. What the learners need to know already in order to acquire the new skill or knowledge
____2. Materials Needed for This Kit	b. A statement which tells the student the rationale for learning the new competency
____3. Putting It To Use	d. Suggestions to the student on how to apply what has been learned to future learning and everyday life
____4. Pre/post-tests	e. Assessments to determine the performance of the student before and after the Kit
____5. Learning Activities	f. Directions to the learner on how to begin work on the Kit
____6. Prerequisites	g. A list of the specific outcomes desired as a result of completing the Kit
____7. Objectives	h. The instruction used to assist the learners attain the objectives
____8. Record Page	i. A list of all resources required to complete the Kit which are not contained in the Kit itself
____9. Why This Is Important To You	j. Feedback to the learner and the teacher about the correctness of responses to exercises and tests
___10. Answer Keys	k. Materials not contained in the Kit for the student to take, write on and keep
___11. Introduction	l. A statement which provides a preview or overview of what is to be covered in the activities for each objective
___12. Handouts	m. A form for the use of the learner and teacher to keep track of what has been accomplished and what needs to be done

ANSWERS

1.-f; 2.-i; 3.-d; 4.-e; 5.-h; 6.-a; 7.-g; 8.-m; 9.-b; 10.-j; 11.-l; 12.-k

OBJECTIVE 5

DEVELOPING OTHER KIT COMPONENTS

ACTIVITY 2

KIT COMPONENTS AND THE FUNCTIONS OF INSTRUCTION

Another way to look at the different components of a Proficiency Skill Development Kit is according to the functions they perform in an instructional sequence. Review the activity in Objective 4 which describes the nine functions of the events of instruction which have been outlined by Robert Gagné. Each component of a Kit is designed to accomplish at least one of the nine events. Some components may perform more than one function.

In Column A below the components of a Proficiency Skill Development Kit are listed. In Column B are listed Gagné's nine functions of the events of instruction. Match each component with one or more of the functions according to the main purpose of the component. Check your answers at the bottom of the page.

Column A	Column B
_____1. "Why This Is Important To You"	a. Gaining and maintaining the learner's attention
_____2. Set of Objectives	b. Informing the learner of the objective
___3. Prerequisites	c. Stimulating the recall of prior relevant learning
_____4. "Getting Started"	d. Presenting the instruction
_____5. Record Page	e. Providing learning guidance
_____6. Introduction to the Objective	f. Providing opportunity for practice
_____7. Pre/post-assessments	g. Providing feedback about performance correctness
_____8. Multiple Alternative Learning Activities	h. Assessing the learner's performance
_____9. Answer Keys	i. Enhancing retention and transfer
____10. Materials Needed for This Kit	
____11. Putting It To Use	

ANSWERS

1.-a; 2.-b; 3.-c; 4.-e; 5.-e; 6.-a,e; 7.-h; 8.-d,f; 9.-g; 10.-e; 11.-i

OBJECTIVE 5

DEVELOPING OTHER KIT COMPONENTS

ACTIVITY 3

DEVELOPING EACH COMPONENT:

A. - GETTING STARTED

You recall that one of the nine functions of instruction is to guide the learner. As a teacher, you're familiar with what happens when students don't understand what they are to do and how they are to do it -- confusion, frustration, non-productive activity, etc.

In situations where students are working in a self-paced, personalized mode, the potential for such negative results is increased. It is imperative that each student has sufficient guidance to begin, to carry through and to complete one assignment and to move on to the next. This is not to say that the teacher does not play a vital role in guiding the learner through an instructional sequence. Depending on the age and ability of the learner, however, more or less of this function can be accomplished by print or non-print media.

The "Getting Started" section of a Proficiency Skill Development Kit is aimed at providing the guidance a learner needs to begin a task, see it through to completion, and, in many cases, move on to the next assignment.

At the beginning of this Kit, you read a "Getting Started" section. Turn to that page now and reread those directions. Was it clear from the instructions what you were to do and how you were to do it?

The sample Kit in the Appendix also has a "Getting Started" component. The sample Kit was written for young adults and more mature adults who are able to read at the sixth grade level or above. These students may need less guidance than younger, less able students. The "Getting Started" section of this Kit fits into the management plan for using the Kits in that series of Kits. Your "Getting Started" component needs to fit into the procedures you use with your students in your classroom.

Before you write the "Getting Started" component of your Kit, give some thought to the following considerations:

1. How little or how much guidance do your students need? It would be better to err in the direction of too much guidance than in the direction of too little guidance.

2. Can your students follow written directions well? If not, consider the use of an audio tape or a sequence of visuals which will guide the learner in "Getting Started."

3. As with the entire Kit, write the "Getting Started" component at the appropriate readability level. Check what you write with one of the readability techniques and try it out with some students.

4. When do you want to see the student either individually or in a group? It is important for the learners to know that although much of the responsibility for learning is on them, you are there to help them when they need it and that there are times when you must see them (perhaps for pre- and post-testing, for directing assigned learning activities, or for conferring about progress).

5. You may want to be sure that how your students get started includes completing the other introductory components of your Kit: Prerequisites, Materials Needed for This Kit, Why This Is Important To You, Record Page, and the Introductions to the Objectives. Some students tend to ignore these components and want to jump right into the test-activities cycle. These components are very useful in informing them of the objectives, in gaining their attention and in providing them with guidance through the Kit.

6. To a large extent, the way in which you manage your classroom will dictate how you write this section. Some suggestions for managing Kits in the classroom are presented in the activities for Objective 6 of this Kit; they should be considered in writing the "Getting Started" section of your Kit.

Exercise

Use the two examples of "Getting Started" and the considerations presented above to write a draft of a "Getting Started" component for your Kit in the space below.

GETTING STARTED

OBJECTIVE 5

DEVELOPING OTHER KIT COMPONENTS

ACTIVITY 3

DEVELOPING EACH COMPONENT:

B. - WHY THIS IS IMPORTANT TO YOU

The section of a Kit entitled "Why This Is Important To You" provides the rationale to the student. It is a statement of from two or three sentences to two to three short paragraphs which gives the student the reason(s) why the CAP is important enough to warrant time and involvement. You know from your own teaching experience as well as from research that when students can understand the relevance and importance of a topic, they are more likely to be motivated to learn. "Why This Is Important To You" emphasizes the need for students to perceive the importance of the instruction which follows. The learner may understand the objectives but not see how the achievement of them will help him or her in any way. "Why This Is Important To You" indicates to the student how the accomplishment of the objectives will be useful both now and in the future and both in school and in the "real world."

Guidelines for Writing "Why This Is Important To You"

As you think about providing a rationale to the students to motivate them to learn the objectives in your Kit, consider the following guidelines which should help you in your task:

1. Write the section at a readability level appropriate to your students' reading level. Do not make it too difficult for them to understand. Do not, however, make it so easy that they will be insulted by it.

2. Think about their current interests and needs. Focus the rationale around their common interests and needs.

3. Anticipate their future interests and needs and include how the objectives will be important to future interests and needs as well as current ones.

4. Use your students to help you with this section. Ask them before and after instruction in the particular objectives how they think mastery of the objectives is important to them.

5. Include how the objectives are important to both school-related activities and also to real-world activities now and in the future.

6. Try your "Why This Is Important To You" section out with several learners. Ask them to read the objectives and the rationale. Then ask them if this is something they'd like to study and why they think it would be important.

7. Include some specific information about the actual skills and knowledge to be gained from the activities in the Kit.

8. If your Kit is specifically for use in preparing your students for your district's proficiency examination, mention this as an area of importance for learning the Kit's objectives.

Exercise - Writing Your Own "Why This Is Important To You"

Before you write your own "Why This Is Important To You," look at the rationale provided at the beginning of this Kit. Do you see how the author tried to follow guidelines #1, 2, 3, 5, 7, and 8? Did this section serve to motivate you or to help you clarify the reasons for completing the Kit? If not, how would you write this section for this Kit?

Look next at the sample Kit in the Appendix. Read the "Why This Is Important To You" section. Has the author followed the guidelines? If not, what has not been done? How effective do you think this section would be with students in motivating them to want to do the Kit and in clarifying the reasons for learning the objectives?

Now think about your own Kit. Why IS it important for your students to learn the objectives that you've specified? Use the guidelines to write your own rationale for the students.

Why This Is Important To You

OBJECTIVE 5

DEVELOPING OTHER KIT COMPONENTS

ACTIVITY 3

DEVELOPING EACH COMPONENT:

C. - PREREQUISITES: DO NOT BEGIN UNLESS...

Much new learning is dependent upon prior learning. In order to learn new ideas (e.g., concepts, rules), component ideas must have been previously learned. A prerequisite skill is one without which a new skill cannot be learned. You need to ask yourself, "What do the learners need to know how to do in order to learn the new skill?" Then describe those required prerequisite skills.

Students who have not mastered the skills prerequisite to the new learning should not begin the Kit until they have acquired them. You can determine whether a student has the prerequisite skills in his or her repertoire of behaviors in several ways:

1. by verifying the previous demonstration of the prerequisites as part of another Kit or some other assessment.
2. by testing for them as part of the new Kit's pretest.
3. by monitoring the student's progress in the early sections of the Kit to see if there are any difficulties which might be due to lack of prerequisite knowledge or skills.

If diagnosis through any of the above means indicates that the student lacks a prerequisite skill, suitable instruction should be used for remediation.

Review the prerequisites listed for this Kit. You can see that this Kit was intended for use by experienced educators. It would not be appropriate for people who needed basic training in writing objectives or designing instruction. These are skills which a person needs in order to apply them to the new task of developing a Proficiency Skill Development Kit.

Look at the prerequisites for the sample Kit in the Appendix. In this case, prerequisites are listed in terms of previous Kits which must be completed before starting the new one. The post-tests of the required Kits contain the prerequisite skills and/or knowledge to the new Kit. One prerequisite that is not stated, but which is true for all of the Kits developed in this series, is that the learner must be able to read at approximately the sixth grade level.

Exercise

Think about your Proficiency Skill Development Kit. What does the learner need to know or know how to do in order to learn the objectives in your Kit? List the prerequisites here.

_____

_____

_____

_____

OBJECTIVE 5

DEVELOPING OTHER KIT COMPONENTS

ACTIVITY 3

DEVELOPING EACH COMPONENT:

D. - MATERIALS NEEDED FOR THIS KIT

Another attempt to provide guidance to the learner is the inclusion of a list of "Materials Needed for This Kit." This section will also assist other teachers who might use your Kit to know what books, media, equipment, supplies, etc. are needed to implement the activities and assessments of the Proficiency Skill Development Kit.

In this component are listed all of the resources needed to complete the Kit which are not part of the Kit itself. You will probably incorporate some commercial materials into you Kit. Your students must know what they need to get in order to do their assignments. With some students, it may be advisable to include information on where to find the materials.

Look over the two samples you have available to you - the Materials Needed for This Kit, for the Kit you're working on and for the sample Kit in the Appendix. Although this Kit does not make use of any commercial materials, you were directed to obtain other resources before beginning the Proficiency Skill Development Kit. In the sample Kit, most of the resources listed are commercially-produced materials which the student will need to complete the activities of the Kit.

Exercise

At this time you cannot write a complete list of Materials Needed for This Kit because you haven't finished your Kit yet. For the purpose of this exercise and to get you started on the task, list all of the resources other than those contained in the Kit itself that the teacher and students will need for the activities you have written. Remember to include print and non-print media, supplies, equipment, even human resources. As you complete the other activities of your Kit, add the required materials to your list.

MATERIALS NEEDED FOR THE KIT

OBJECTIVE 5

DEVELOPING OTHER KIT COMPONENTS

ACTIVITY 3

DEVELOPING EACH COMPONENT:

E. - INTRODUCTIONS

The "Introduction" to each objective of a Proficiency Skill Development Kit provides an overview which is similar to a preface in a book. Students often ask before they begin a task, "What is this going to be about? What am I going to learn? How am I going to learn it?" The "Introduction" provides the learner with answers to these questions. It also can serve to stimulate recall of prerequisite skills and knowledge and to help students build on what they already know.

As you know from working through this Kit, the "Introduction" does not have to be long. It is intended to supplement the learning activities, not replace them. The "Introduction" might contain the key words and the central concepts to be studied in the material which follows.

Read over the "Introductions" to the six objectives of this Kit and to the objectives in the sample Kit in the Appendix.

Exercise

Now for one of the objectives of your own Kit, write an "Introduction" which:

a. stimulates recall of necessary prior learning
b. presents key words
c. provides an overview of the central concepts
d. tells the student something about the learning activities

INTRODUCTION

OBJECTIVE 5

DEVELOPING OTHER KIT COMPONENTS

ACTIVITY 3

DEVELOPING EACH COMPONENT:

F. - RECORD PAGE

Does it sometimes seem that you are up to your ears in paper work? Yet you also recognize that keeping accurate records of the progress of each student is very important. The task, then, is to develop a record-keeping system that will provide you with the information you and your students need but will not be so time-consuming that it takes away from valuable instructional time.

Recordkeeping serves several purposes. It provides information to the teacher and to the learner about:

1. what objectives the student has mastered
2. what objectives and activities the student has begun working on
3. what objectives the student has not yet attempted

This information is used to facilitate the instructional process and also to answer questions regarding the effectiveness of the instructional program.

The amount of paper work required of the teacher can be reduced if some of the responsibility is delegated to others. The students can be responsible for much of their own recordkeeping even in the early grades. The teacher can monitor their recordkeeping occasionally and be responsible for keeping the records on major assessments. Other possibilities include the use of teacher aides, volunteers or advanced students to assume some of the recordkeeping responsibility.

You will want to design a Record Page which is tailored to your own needs and the the ability of your students to use and understand it. You have two samples to use as a reference: the Record Page on which you are recording your progress through this Kit and the Record Page for the sample Kit in the Appendix. You can use ideas from these examples plus your own to design a Record Page for your own Kit.

Some of the things you will want to consider are:

1. You will want to include spaces for at least the:
   a. student's name
   b. objectives
   c. pretest scores and dates taken
   d. learning activities assigned and completed, including dates and scores
   e. post-test scores and dates taken
   f. other data you want to include

2. You will want to keep it simple so that your students will understand it and be able to use it and so that it won't be too time-consuming to complete.

3. You will want to record all of the information you will need--but NO MORE.

4. You will probably modify your Record Page after you use it as you see what is working and what isn't working.

Exercise

Use the next page to sketch out your design for a Record Page for your Proficiency Skill Development Kit. You will not be able to complete the entire page now because your Kit is not finished. You can decide what information you want to record, how to record it and how you will format your Record Page.

OBJECTIVE 5

DEVELOPING OTHER KIT COMPONENTS

ACTIVITY 3

G. - PUTTING IT TO USE

Too frequently students of all ages learn knowledge and skills in order to pass a test and then forget what they've learned because they see no application to either future learning or to the real world. In order to enhance retention and transfer, the "Putting It To Use" section of a Kit provides connections between current learning and future learning and establishes connections with real life tasks.

The student asks, "I've learned it; I've demonstrated it; how do I put it to use?" In this component of the Kit you can suggest a variety of new tasks for the student, tasks which require the application of what has been learned in the Kit to new situations. You might also suggest activities, readings, etc. of a "quest" nature. These non-required suggestions allow the students to apply knowledge and skills developed in the Kit in some kind of activity of particular interest to them or to develop further competencies in an area of interest.

The students are a good source for "Putting It To Use" ideas. You might ask students to suggest ways they can and will put their new learning to use.

Remember, "if you don't use it, you lose it!" So help your students by suggesting ways in which they can put what they've learned to use, thereby increasing the likelihood of retention and transfer.

Look at the section which contains ideas for how you might put what you have learned in this Kit to use in the future. Check off those ideas which appeal to you and which you think you would like to do. Perhaps, in the future other of the suggestions will attract your interest.

Exercise: Write Your Own "Putting It To Use"

Think now about your own Kit. After your students have acquired and demonstrated the objectives in a school situation, how can they put what they have learned to use both in school and out of school? Write some suggestions. Check what you write for readability level. Ask your students and other teachers for ideas to include in this component of your Kit.

Use the next page to write your ideas.

PUTTING IT TO USE

Congratulations! You have shown that you know _____

_____

_____.

How can you use what you have learned? Read the ideas below. These are some of the ways you can put what you have learned to use.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

9. _____

_____

10. _____

_____

OBJECTIVE 5

DEVELOPING OTHER KIT COMPONENTS

ACTIVITY 4

PREPARING YOUR KIT FOR STUDENT USE

Many hours of your work will have gone into a handwritten or rough-typed copy of your Kit. When you are satisfied with what you have written, you will have several decisions to make before you proceed.

1. How many copies do you need to have duplicated?
   There are a few ways to answer this question:
   a. You may duplicate enough of every page to allow each student who uses the Kit to keep the entire thing (completely consumable).
   b. You may duplicate enough of every page so that you have enough for your current students to use and then return them to you for use by other students (completely consumable).
   c. You may duplicate some pages to be consumable and some to be non-consumable.

Option (c) has been found to be effective in some programs. Some activities by their very nature should be consumable (e.g., crossword puzzles, forms to be completed, and many practice pages for younger children). There are also some types of informational pages that you'd like your students to be able to keep for future reference. These can be duplicated in larger quantities than the other pages of the Kit which can be used non-consumably.

2. What duplication procedure will you use for making copies of your Kit?

   a. ditto (spirit master)
   b. mimeo (stencil)
   c. photocopy
   d. offset or other printing technique

Your answer to the first question above will influence your answer to this second question. Among your considerations will be (1) Which method is the most cost-effective? and (2) To which method do you have the easiest access?

3. How will you type your master copies?

The answer to question #2 will determine how you prepare your master copies. They may be on ditto masters, mimeo stencils or white paper for photocopy or print. All masters can be typed on white paper <u>if</u> you have access to a thermal copier to make ditto masters or to an electronic stencil cutter for mimeo.

4. Do you want to use a color code system to facilitate the management of the Kits in your classroom?

Some programs print the components of a Kit on different colors of paper to indicate who uses them and whether they are consumable or non-consumable. For example, you might use the following color code:

a. White - all non-consumable student materials
b. Pink - all consumable student materials (except tests)
c. Green - all tests
d. Blue - all teacher materials

5. How do you want to collate the pages of your Kit?

This question will be answered depending upon your answers to questions #1 and #4. You may want to collate them all into one booklet; you may want to assemble booklets by objective; you might keep loose leaf pages; or you can use a combination of collated booklets and loose leaf pages. You need to consider your students and the easiest management technique for yourself.

One system that has been used successfully is to:

a. Assemble booklets of non-consumable student pages (except for tests). This can be done for the entire Kit or for each objective. If you do it by objective, it avoids one whole Kit being tied up when a student is working on only one objective.
b. Collate all teacher materials into a teacher's guide.
c. Keep tests loose leaf and file in separate labeled folders.
d. Keep all consumable student pages loose leaf in separate labeled folders.

Let's look at some examples. First consider the decisions made by one primary teacher in preparing a Kit for use with a class of 25 students. Then consider, in the second example, the decisions made by a group of four teachers who have written a Kit for use with each of their two classes of 25 students (total of 200 students).

	How many copies:	Type of duplication?	Master copies?	Color code?	Collated? Loose leaf?
<u>Example #1</u>					
Non-consumable student materials	none	--	--	--	--
Consumable student materials	30	ditto	ditto master	Pink	loose leaf
Tests	60	ditto	ditto master	Green	loose leaf
Teacher materials	3	photocopy	white paper	Blue	collated

	How many copies?	Type of duplication?	Master copies?	Color code?	Collated? Loose leaf?
Example #2					
Non-consumable student materials	100	mimeo	stencil	White	collated
Consumable student materials	250	offset	white paper	Pink	loose leaf
Tests	500	offset	white paper	Green	loose leaf
Teacher materials	10	photocopy	white paper	Blue	collated

Exercise

Think now about how you will prepare your Kit for student use. Complete the following chart after you have made your decisions based upon the answers to the five questions presented in this activity.

	How many copies?	Type of duplication?	Master copies?	Color code?	Collated? Loose leaf?
Non-consumable student materials					
Consumable student materials					
Tests					
Teacher materials					

OBJECTIVE 5

DEVELOPING OTHER KIT COMPONENTS

ACTIVITY 5

REVIEWING THE STEPS IN DEVELOPING A KIT

You have gone through the step-by-step procedure for developing a Proficiency Skill Development Kit. Some of the steps you have done completely others you have gotten a good start on. This same procedure can be used to develop Kits in other areas. Do you remember the sequence of the steps? Listed below are the steps - out of order. Write them below in the correct sequence. You may use the flow chart on the following page to check your answers.

a. Develop a pool of items to assess each objective (pre, post and practice items).
b. Write the other Kit components.
c. Examine your proficiency examination information.
d. Design multiple, alternative learning activities.
e. Delineate instructional objectives which match the proficiency examination.
f. Complete an Objectives-Materials Matrix for each objective.
g. Group and sequence objectives to comprise a competency.
h. Prepare the Kit for student use.

The correct sequence for the above steps is:

1._____

2._____

3._____

4._____

5._____

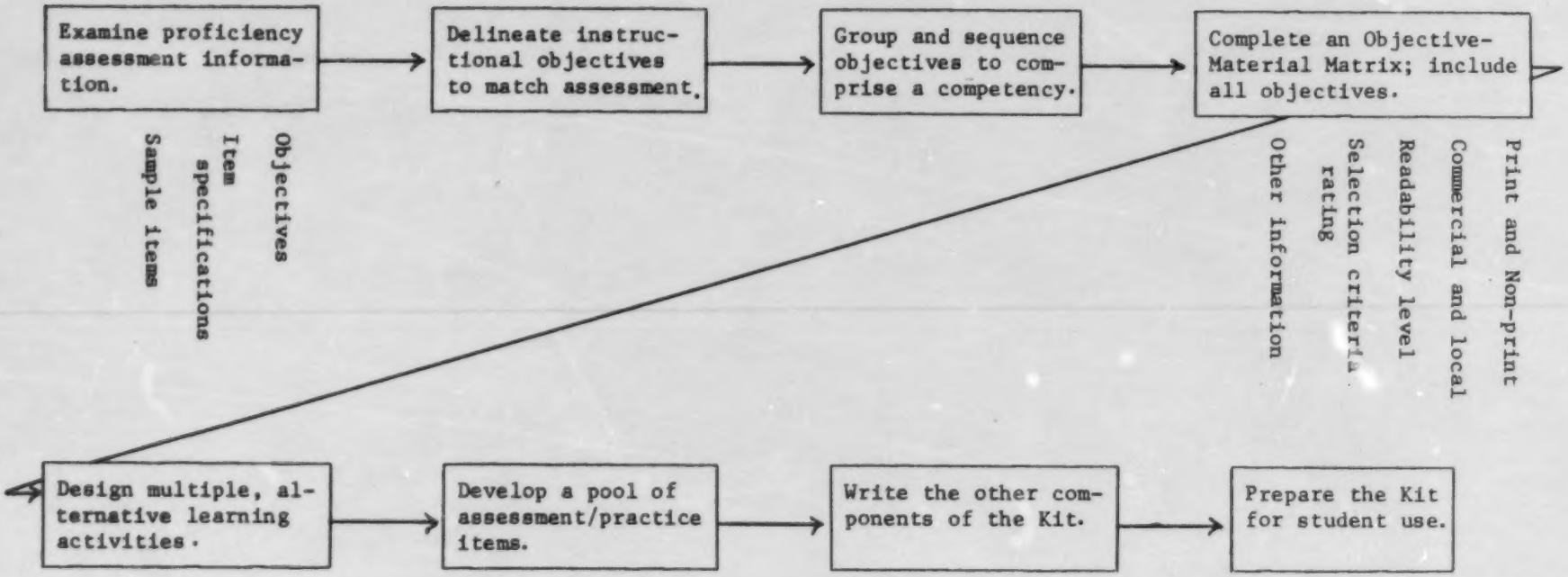
6._____

7._____

8._____

If you need help or when you want to check your answers, study the flow chart on the next page.

HOW TO DEVELOP A PROFICIENCY SKILL DEVELOPMENT KIT



OBJECTIVE 5

DEVELOPING OTHER KIT COMPONENTS

ACTIVITY 6

A KIT CHECKLIST

When you have completed a Kit, check it carefully for each of the following items. If there are any items for which the answer is "NO," do what needs to be done to change your answer to "YES."

	YES	NO
1. Are the objectives congruent with the information you have about your district's proficiency examination?	___	___
2. Are the objectives written in behavioral terms (action words)?	___	___
3. Do the objectives match the items on the Kit's pre/post-test?	___	___
4. Is every pre/post-test item taught in at least one activity?	___	___
5. Is every activity represented by at least one pre/post-test item?	___	___
6. Are pre/post-test items cross referenced with the activities which teach those items? Is this information included on the answer key?	___	___
7. Is the format attractive and simple (sequence, placement, design, etc.)?	___	___
8. Are all words spelled (and typed) correctly?	___	___
9. Are proper grammar, usage and punctuation used throughout?	___	___
10. Is the reading level consistently at your students' reading level?	___	___
11. Are all of the components included:		
a. Title page	___	___
b. Why This Is Important To You	___	___
c. Objectives	___	___
d. Prerequisites	___	___
e. Getting Started	___	___
f. Materials Needed for This Kit	___	___
g. Record Page(s)	___	___
h. Introduction to Each Objective	___	___
i. Pre/post-test for Each Objective	___	___
j. Multiple, Alternative Learning Activities	___	___
k. Answer Keys (for activities and tests)	___	___
l. Putting It To Use	___	___

12. Are the directions for each activity clearly stated? ___ ___

13. Are the answer keys correct? Have you rechecked all of your computations? ___ ___

Can you think of some other items you need to check before you prepare your Kit for use by your students? If so, jot them down here and check for them each time you complete a Kit.

14. _____

_____ ___ ___

15. _____

_____ ___ ___

16. _____

_____ ___ ___

Exercise

In Objective 3 - Activity 4 you had the opportunity to evaluate the learning activities you had developed. Now take the time to evaluate your entire Kit and this Kit as well.

1. Use the checklist to check whether or not THIS Kit on preparing a Kit meets each of the listed criteria. For each "NO" suggest ways in which the Kit could be modified so as to change the answer to "YES."

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Now - or when you complete your Kit if it is not yet finished - do the same thing with your Proficiency Skill Development Kit. Then make the necessary modifications.

OBJECTIVE 5

DEVELOPING OTHER KIT COMPONENTS

PRE/POST-TEST

Part I - To be completed for the pretest and the post-test
This part of the test assesses the knowledge and skills needed to complete Part II of the test.

(1-5) Select one item from Column B and one item from Column C to match each item in Column A. Write the numerals and letters in the blanks in front of the items in Column A.

COLUMN A

___ ___ 1. Getting Started

___ ___ 2. Putting It To Use

___ ___ 3. Introduction

___ ___ 4. Pre/post-tests

___ ___ 5. Record Page

COLUMN B

A. Gaining and maintaining the learner's attention
B. Informing the learner of the objective
C. Stimulating recall of prior relevant learning
D. Presenting instruction
E. Providing learner guidance
F. Providing opportunity for practice
G. Providing feedback about performance correctness
H. Assessing the learner's performance
I. Enhancing retention and transfer

COLUMN C

I. Suggestions to the student on how to apply what has been learned to future learning and everyday life
II. A form for the use of the learner and the teacher to keep track of what has been accomplished and what needs to be done
III. A list of the specific outcomes desired after instruction
IV. Directions to learner on how to begin work on the Kit
V. A statement which provides a preview or overview of what is to be covered in the activities for each objective
VI. Assessments to determine the performance of the student before and after the Kit

(6-13) Arrange the following steps in completing a Kit in the correct sequence:

____6. Group and sequence objectives to comprise a competency.

____7. Write the other Kit components.

____8. Delineate instructional objectives which match the proficiency exam.

____9. Develop a pool of items to assess each objective.

___10. Design multiple, alternative learning activities.

(NOTE: CONTINUED ON NEXT PAGE)

___11. Prepare the Kit for student use.

___12. Examine your proficiency exam information.

___13. Complete an Objectives-Materials Matrix for each objective.

OBJECTIVE 6

MANAGING KITS IN THE CLASSROOM

OBJECTIVE: To manage the use of Proficiency Skill Development Kits in the classroom.

INTRODUCTION: Have you ever gone into a new building and found yourself easily lost? You seem to be in a maze with new-fangled gadgets; you may even give up and leave. What you needed was a floor plan and directions for using the equipment, buttons, signals, etc. in the building. As a final analogy (thank goodness!), with your Kit you need a plan and directions for its use. Both you and your students need to know how to get from one end of the Kit to the other and how to use the component parts. You will need a system for managing Proficiency Skill Development Kits in your classroom. Because you and your students have particular needs, only suggestions are presented in this objective for your consideration and possible modification.

Too often a new instructional product will sit unused on a closet shelf because its use does not fit into the scheme of the classroom or the teacher does not know how to effectively manage its use. To avoid this situation with your Kit, in this objective you will learn the usual sequence a student will follow in working through a Kit. You will be given the opportunity to make decisions about student progress based on the needed information. The use of grouping as a way to manage your Kit activities will be presented, as well as other techniques which will help you to manage the use of Proficiency Skill Development Kits in your classroom.

As a result of this objectiye, you will have a flowchart of the usual sequence through a Kit and some tentative plans of how you will manage your Kit(s) in your own classroom.

OBJECTIVE 6

MANAGING KITS IN THE CLASSROOM

PRE/POST-TEST

Part I - To be completed for the pretest and the post-test. This part of the test assesses knowledge and skills needed to complete Part II of the test.

(1-4) Read the descriptions below of situations that have arisen as a student works through a Proficiency Skill Development Kit. In the spaces provided, write what you would do in each situation.

1. A student has taken the pretest which includes a section on prerequisite skills. He was not able to perform the tasks specified in the objective or the skills prerequisite to learning the objective. What would you do?

_____

_____

2. A student has missed a section of the pretest which is keyed to three different types of learning activities which all lead to achievement of that portion of the objective. There is a slide/tape with a study guide, a programmed instruction booklet, and an independent library assignment. What would you do?

_____

_____

3. A student has completed the post-test to the first objective of a Kit with a score of 95%. What would you do?

_____

_____

4. A student has completed a Kit very quickly but is interested in working more on the topic. What would you do?

_____

_____

(5-9) In the items below match the description on the left with the type of activity on the right:

____5.	Several students are working on programmed instruction booklets.	a.	small group, teacher directed
____6.	The teacher is demonstrating the proper care of tools to ten children.	b.	small group, media directed
____7.	A student is creating a diorama to illustrate a science concept.	c.	small group, student directed
____8.	Four students are using a listening post as they proceed through a tape/handout lesson.	d.	small group, group directed
		e.	independent, print directed
		f.	independent, non-print media directed
		g.	independent, student self-directed

____9. A student is using a filmstrip lesson to learn the correct form of a business letter.

(10-13) List four guidelines for implementing different types of learning activities simultaneously in a classroom:

10. _____

11. _____

12. _____

13. _____

(14-18) Suggest two ways of managing each of the following aspects of implementing Kits in a classroom.

14. Materials: (a) _____

(b) _____

15. Space: (a) _____

(b) _____

16. Scheduling: (a) _____

(b) _____

17. Pacing (a) _____

(b) _____

18. Record-keeping: (a) _____

(b) _____

Part II - Have you thought about how you will manage using your Kit in your classroom? List below some of the specific ideas you have regarding each of the management topics listed:

Materials: _____

_____

_____

Space: _____

_____

_____

Scheduling: _____

_____

_____

Pacing: _____

_____

_____

Recordkeeping: _____

_____

_____

Grouping: _____

_____

_____

OBJECTIVE 6

MANAGING KITS IN THE CLASSROOM

ACTIVITY 1

SUMMARY: HOW STUDENTS USE A KIT

The flowchart on the following page summarizes in graphic form the steps students go through in using a Proficiency Skill Development Kit. The key elements of this process are:

1. The students become familiar with the objectives to be learned, the value of the objectives, what will be needed to complete the Kit, how to get started on the Kit and the things they should already know before beginning the Kit.

2. The students do not begin the Kit until the prerequisite skills have been checked. Remember this can be done by testing or by documenting the prior demonstration of the prerequisite skills and/or knowledge. Students who do not possess the prerequisite behaviors should receive remedial instruction until they can perform them.

3. In most cases, the students will begin an objective by taking a pretest to determine which if any aspects of the objective need to be worked on. In some cases when the students are totally unfamiliar with the objective, the pretest may be omitted. Based on the pretest performance, appropriate learning activities are assigned and completed by the students.

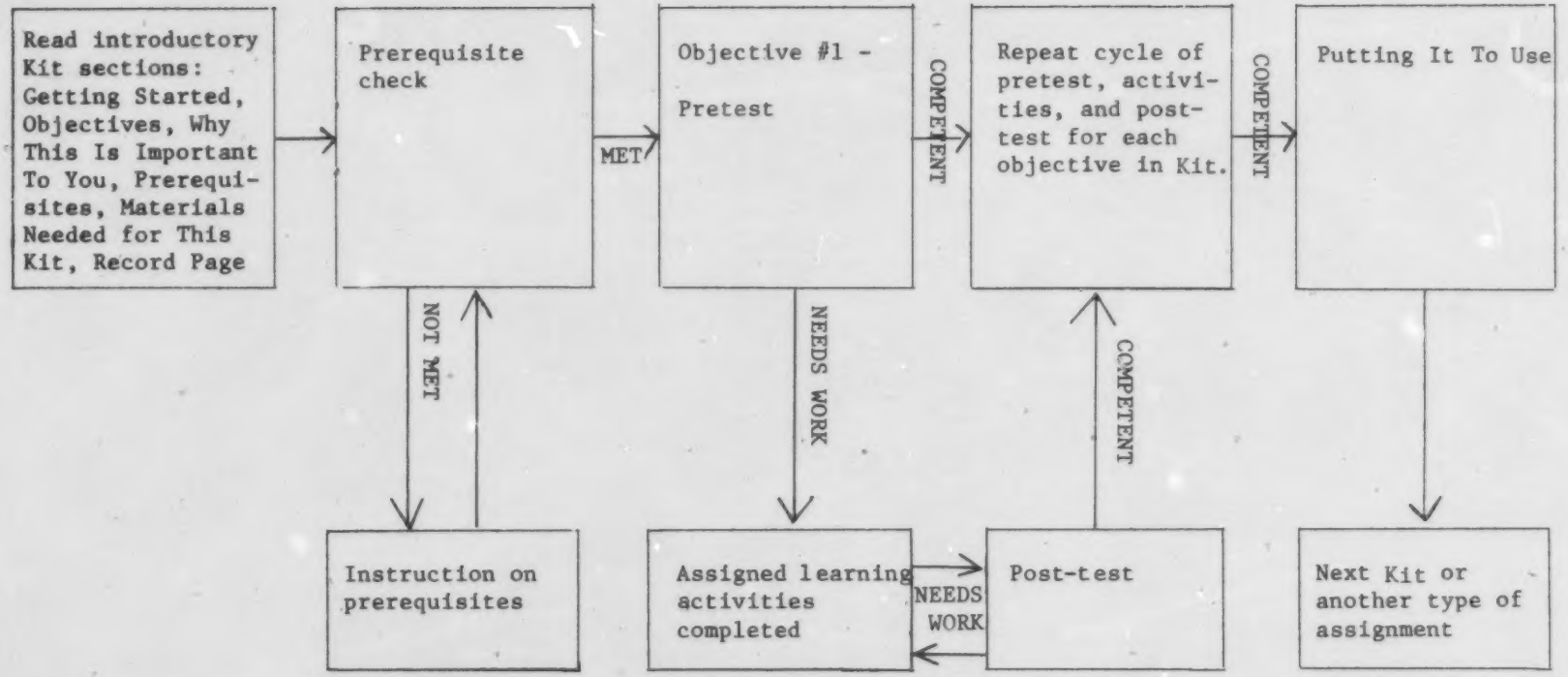
4. When the students and the teacher feel confident that the objective has been mastered, allowing the students as much time as is needed or as little time as it might take, the post-test is administered.

5. If the students demonstrate competence on the post-test, they can go on to the next objective or to the Putting It To Use section when the last objective of the Kit has been completed.

6. If the students' post-test performances still indicate the need for work on the objective, additional learning activities are assigned or assignments already completed are reviewed.

7. The students do not go on to the next objective or the next assignment until the post-test has been passed.

Study the flowchart on the next page and then answer the questions in the exercise which follows it.


Read introductory Kit sections: Getting Started, Objectives, Why This Is Important To You, Prerequisites, Materials Needed for This Kit, Record Page
Prerequisite check
MET
Objective #1 - Pretest
COMPETENT
Repeat cycle of pretest, activities, and post-test for each objective in Kit.
COMPETENT
Putting It To Use
NOT MET
Instruction on prerequisites
NEEDS WORK
Assigned learning activities completed
NEEDS WORK
Post-test
COMPETENT
Next Kit or another type of assignment

HOW A STUDENT USES A PROFICIENCY SKILL DEVELOPMENT KIT

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Exercise

Presented below are situations which might arise as a student works with a Proficiency Skill Development Kit. In the spaces provided, write what you would do in each of the situations.

1. Sally has come to an objective which calls for the computation of interest. She has demonstrated her ability to work with percentages but has never done any work with interest and can't tell you what "interest" means. How would you have Sally start this objective?

2. Jim, on the other hand, has had a savings account since he was seven years old and is familiar with some of the concepts and computations involved with interest. He has also demonstrated his ability to work with percentages. How would you have Jim start this objective?

3. Steven is interested in learning about interest because his best friend, Jim, is studying it. In math, Steve is working on multiplication and division of decimals and has not yet studied percentages. What would you have Steven do?

4. Maria has taken the pretest for the interest objective and her score was 95%. What would Maria do next?

5. When Sally completes the assigned learning activities and takes the post-test for the interest objective, she still cannot demonstrate competence. What would you have Sally do next?

6. Mike is working on the interest objective also. He is not completing assignments, however, and says that he is bored and doesn't know what to do. He says "Interest is not interesting to me!" What would you do with Mike?

_____

_____

_____

7. Carmen has completed the interest objective and the other related objectives in the Kit on savings and banking. Because of your class scheduling, you do not want her to start on the next Kit yet. What might you have Carmen do?

_____

_____

_____

8. Jim has completed the assigned learning activities, but he tells you, his teacher, that he still does not understand compound interest. What would you have Jim do?

_____

_____

_____

For suggested answers, turn this page upside down.

ANSWERS

1. Since Sally knows "nothing" about interest yet can work with percentages, she can be assigned learning activities without taking the pretest for the objective.
2. Jim has the prerequisite skills and some knowledge of the new objective, so he should take the pretest and do the learning activities correlated with any items he misses on the pretest.
3. Steven should continue on his present math work. When he has acquired the prerequisite skills of working with percentages, he can begin the Kit which includes the interest objective.
4. Marla has demonstrated competence on this objective and may go on to the next objective (or the next Kit). She should, however, review the mistake(s) she made to be sure that she understands the correct answer(s).
5. Sally needs to be assigned additional work before taking the post-test again. If there are correlated activities which she has not done, those should be assigned. She might also review assignments she had already completed.
6. Perhaps Mike did not read the introductory sections of the Kit well enough. He can review the objectives, why they are important, what materials he should have, etc. He needs to be motivated and guided.
7. Carmen might pursue some of the suggestions in the Putting It To Use section, or she might serve as a peer tutor or group monitor as other students work through the activities in the Kit she has completed.
8. Jim needs additional work on compound interest before taking the posttest. Perhaps, some one-to-one work with you or a peer tutor would be sufficient.

OBJECTIVE 6

MANAGING KITS IN THE CLASSROOM

ACTIVITY 2

GROUPING FOR LEARNING ACTIVITIES

What Is the Purpose of Grouping?

In order to implement learning activities which involve interaction, which are presented to students only when they are ready for them, and which maximize the use of instructional resources (including human), some form of grouping will be needed. Flexible grouping, or arranging learners into different sized groups for different purposes and for different experiences, is a valuable strategy for personalizing instruction.

Grouping can serve a variety of purposes:

1. to increase motivation, interest and attention
2. to reduce the amount of materials and equipment needed
3. to decrease the amount of teacher time required (versus one-to-one)
4. to help students provide support to one another
5. to provide practice in situations similar to the real world
6. to deal effectively with affective objectives
7. to provide instruction and practice in interpersonal skills
8. to provide instruction to learners who are ready for the same activity at the same time
9. to give directions which are needed by more than one student at the same time
10. to provide the experience of working together to diagnose or solve problems

You can also use the nine functions of instruction as a a way to look at grouping. In your teaching, you probably use grouping in some way to perform each of the nine functions. How have you used grouping as a strategy to:

1. Gain and maintain the learner's attention?

_____

2. Inform the learner of the objective?

_____

3. Bring about recall of prerequisite knowledge and skills?

_____

4. Present instruction?

_____

5. Provide learning guidance?

_____

6. Elicit performance?

_____

7. Provide feedback?

_____

8. Assess the performance?

_____

9. Enhance retention and transfer?

_____

When Can You Use Grouping?

Use grouping when it is appropriate for the learners in terms of their characteristics and/or when the mastery of an objective demands or can be facilitated by a group setting. You know that some students learn better and are more motivated when they interact with other students. It is also apparent that some objectives actually require instruction, practice and assessment of the behavior in a group environment. Additionally, constraints of the typical classroom make grouping an expeditious strategy for meeting individual needs.

What Size Group Can You Use?

The size of the group will be dependent upon the characteristics of your learners, the requirements of the objective, and the type of instructional technique to be used. A group could be as few as two students or as many as your entire class. Usually, though, your groups will be from five to twelve students. You want to involve a sufficient number to encourage participation and to discourage domination.

How Can You Group Your Students?

Again you need to consider several factors before deciding which of your students should be grouped together. Ask yourself the following questions:

1. Which students are ready for the given learning activity?
2. Which students can work together effectively and efficiently?
3. Can the students form their own groups based on their interests and preferences?
4. Do changes need to be made in grouping because:
   a. there are frequent, nonproductive disagreements?
   b. one or more members dominate the group?
   c. one or more members are allowing the others to do all the work?
   d. the members are becoming dependent on one another?
5. Have you allowed for the students to experience interaction with a variety of other students in different kinds of situations?

How Can You Implement Group Activities?

Whenever you have different students in your class doing different things at the same time, you need to be a master planner. Such a situation can range from chaotic cacophony to a well-orchestrated symphony. It is possible with good planning to have several types of learning activities going on simultaneously - effectively. There are numerous possibilities for various combinations of the following types of activities:

1. small group, teacher-directed
2. small group, media-directed
3. small group, student-directed
4. small group, group-directed
5. independent, print-directed
6. independent, non-print media-directed
7. independent, student self-directed

It is conceivable that each of the above types of learning activities could take place in one classroom at the same time. Imagine a situation in which:

a. The teacher is facilitating a small group discussion with six students.
b. A group of five students is planning a presentation to be made to another group of students.
c. A group of three students is viewing a sound filmstrip which periodically calls for responses for which feedback is provided on the tape.
d. A student who has already mastered the objective of an activity is monitoring a group of four students as they practice the desired behavior. This serves to reinforce the learning for the student monitor.
e. Six students are actively involved independently in an audio program which guides them through the activity.
f. Two students are engaged in independent research projects in which they locate and use their own resources.
g. Six students are working on workbooks or programmed instruction booklets which provide sufficient directions and instruction for independent use.

Reread the seven types of activities and the seven examples presented above. Match the type of activity (1 - 7) with the examples (a - g). Look at the bottom of the page for the correct answers.

a._____ b._____ c._____ d._____ e._____ f._____ g._____

What would make the situation described above in which seven different types of grouping are being used a situation in which learning actually takes place? Jot your ideas in the spaces below.

_____

_____

_____

_____

_____

ANSWERS: a.-1; b.-4; c.-2; d.-3; e.-6; f.-7; g.-5

Did you think of some of the following conditions as essential in order to implement a variety of activities simultaneously?

1. Each activity must be carefully designed in relation to the desired objective.
2. Students should participate in only those activities for which they are prepared.
3. Students must be given clear, explicit directions which will guide them through the entire activity - and on to the next.
4. The teacher must schedule activities in such a way as to:
   a. prevent the need for the teacher's involvement in more than one activity at a given time.
   b. ensure active participation of every student in a learning situation.
   c. make effective use of materials and equipment, yet prevent an over-demand for any resources at one time.
   d. minimize the potential for one student's or one group's activity interfering with another's activity.

Perhaps you are already conducting a symphony of various learning activities occurring at one time in your classroom. You can share your planning procedures with other teachers who want to begin to diversify their instructional techniques. If you are just beginning, START SMALL. The juggler who manages to keep half a dozen balls in the air at one time did not start with six balls, but probably began with two and, when proficient with those, moved on to three and so on. In a similar manner, if you are beginning to conduct more than one learning activity at a time in your class, begin with two. When you and your students feel comfortable with the activities and their results, move on to scheduling three simultaneous activities. In this way, you and your students will learn the skills and habits needed to avoid a chaotic cacophony and to engage in a well-orchestrated symphony of effective learning activities.

OBJECTIVE 6

MANAGING KITS IN THE CLASSROOM

ACTIVITY 3

OTHER STRATEGIES FOR MANAGING
KITS IN A CLASSROOM

You have followed a systems approach in developing your Proficiency Skill Development Kit. You will also need to approach the implementation of the Kit in your classroom in a systematic manner. How will you manage materials, time, space, students, and the activities related to assessment, instruction and recordkeeping? Activity 1 presented a general outline for Kit use and Activity 2 described the uses of student grouping. This activity will suggest other strategies for managing Kits in the classroom. These strategies are effective in implementing other approaches to instructional delivery, and you may already be using them in your classroom.

Managing Materials and Space

Classrooms vary considerably in their design, in the amount and kind of storage space and in the degree of flexibility for space allocation. You will need to work within the constraints imposed by the physical setting of your classroom. Within those constraints, however, you will be able to manage Kits in your classroom more easily if you can make the following provisions:

1. Store materials and equipment so that:
   a. they are readily accessible to teachers and learners.
   b. related materials are in close proximity.
   c. the materials are easily identified (labeled, color-coded, boxed, etc.).
   d. components which belong together stay together (e.g., filmstrip and tape).
   e. they are safe (from accidents and vandalism).
   f. they can be kept neat (papers in folders, loose objects in boxes or bags).
   g. students can easily get them from and return them to their correct locations.
   h. some materials (e.g., tests, answer keys and confidential student records) are accessible only to the teacher.

   You might consider using:
   a. a check out/in system for materials and equipment if you find students do not return things promptly and properly.
   b. a system of color-coding or number-coding to organize the materials.
   c. students to help you plan the storage of materials and equipment.
   d. students to maintain the storage system.

2. Arrange the classroom, whenever possible, so that:
   a. separate areas are available for instruction and assessment.
   b. small group activities can go on in one part of the room while independent activities are also occurring.
   c. movement about the classroom is possible with the minimum amount of disturbance.
   d. it can be easily rearranged to meet other needs.
   e. one activity will not interfere with another.

You might consider using:

a. a combination of individual desks, round tables, oblong tables, study carrels with partitions, comfortable chairs and floor mats for various activity spaces.
b. storage "cubby-holes" for students' personal belongings and books rather than a desk for each student. This allows for more flexibility. Students have a sense of personal space for their things without "owning" a desk they may be reluctant to share with other students.
c. movable screens, student-made room dividers (hanging maps, murals,etc.) or other temporary devices to separate areas of the room.

Your goal in managing materials and space is to provide an environment which is structured in such a way that the students know where to locate things and where to do things. Within such a structured environment there is room for flexibility in student and teacher activities.

Managing Time

It has been said in this Kit that students should be allowed to spend as little or as much time as they need to complete learning activities. This aspect of competency-based education needs to be managed with various modifications dependent upon the constraints/requirements of different situations. Classes are either conducted within fixed time lengths or within an open entry/open exit time frame. In both situations, time or pacing can be managed in various ways. The key question is: Who determines the rate at which the student proceeds through the instruction? Student? Teacher? Combination of student and teacher?

It is suggested that for most classroom situations (whether fixed time or open entry/open exit) pacing should be decided upon by the teacher and student together. Certain problems arise when pacing is determined solely by the student. These problems can be overcome to a large extent when the teacher and student share in the pacing decisions.

1. Often there are real time constraints imposed which determine deadlines for achievement of given objectives. In the case of implementing AB65, students need help to pace themselves to be prepared for the proficiency exam when it is administered.
2. When some objectives are best taught in group activities, students need to pace themselves (with the instructor's assistance) to be prepared for that group instruction.
3. In some objectives, speed is an important element. Students need to increase their pace in order to achieve the objective.
4. Some students cannot successfully pace themselves. They tend to procrastinate. All but the very independent and competent students need help in pacing their way through instruction.
5. When determining with the student the best pace for instruction, the teacher must continually monitor the student's progress and adjust the pace accordingly. The parameters for pacing must always be the student's ability.
6. Teachers can use motivational techniques, behavioral change strategies, tutoring and other methods to encourage slow students to quicken their pace consistent with their ability to do so.

You might consider using:

1. a form of contracting with the students. Decide on a mutually-agreeable deadline for the completion of an objective and/or specific activities within an objective.
2. some type of incentive plan to help students who lack self-discipline push themselves through to achieve the objectives.

An aspect of managing time in the classroom other than pacing concerns scheduling. This topic was alluded to in Activity 2 of this objective. If you want to have a variety of activities in your classroom (small group, independent, teacher-directed, etc.), you will have to carefully schedule these so that they can be managed effectively. Ask yourself:

1. What activities cannot take place simulataneously? (e.g., two teacher-directed activities or a very active, noisy group activity with independent activities which require quiet and concentration.)
2. Are some types of activities more effective early in the day? at the start of a period/class? at the end of the day or class?
3. What type of activity schedule will make the best use of materials, equipment, space and teacher time?

The answers to these questions and other characteristics of your particular classroom situation will help you determine how to schedule the various activities in your Kit(s).

Managing Recordkeeping

Activity 3 of Objective 5 discussed several aspects of recordkeeping in the use of Kits. It was suggested that the amount of paper work required of the teacher can be reduced by delegating some of the responsibility to students themselves, aides, volunteers or advanced students. In order for others to assume some of the responsibility for recordkeeping, you will need a plan for training them and for allocating time and space for them to do so. You will need to set up a recordkeeping file and system that will allow you and others to whom you delegate responsibility to accurately record information for easy storage and retrieval. At the very least, you will need a file drawer or box with a folder and/or record page for each student. You may find that it is necessary to keep two or more sets of records - perhaps, one for student use and one for your own use. These decisions will be made based upon your own needs.

Summary

Materials alone, whether selected, adapted or developed, will not ensure the effective implementation of an instructional program geared to AB65 requirements. The procedures for using the materials are crucial to the successful delivery of the program. This Kit has presented several suggestions for the management of Proficiency Skill Development Kits. It is your task to adapt these suggestions to your individual teaching situations so that your Kit(s) can be implemented in such a way that your students will acquire the competencies required of them.

Exercise

Think about your own classroom. Anticipate at least three ways you will manage each of the following in using your Kit(s):

1. Materials

2. Space

3. Scheduling

4. Pacing

5. Recordkeeping

OBJECTIVE 6

MANAGING KITS IN THE CLASSROOM

PRE/POST-TEST

Part I - To be completed for the pretest and the post-test.
This part of the test assesses knowledge and skills needed to complete Part II of the test.

(1-4) Read the descriptions below of situations that have arisen as a student works through a Proficiency Skill Development Kit. In the spaces provided, write what you would do in each situation.

1. A student has taken the pretest which includes a section on prerequisite skills. He was not able to perform the tasks specified in the objective or the skills prerequisite to learning the objective. What would you do?

_____

_____

2. A student has missed a section of the pretest which is keyed to three different types of learning activities which all lead to achievement of that portion of the objective. There is a slide/tape with a study guide, a programmed instruction booklet, and an independent library assignment. What would you do?

_____

_____

3. A student has completed the post-test to the first objective of a CAP with a score of 95%. What would you do?

_____

_____

4. A student has completed a Kit very quickly but is interested in working more on the topic. What would you do?

_____

_____

(5-9) In the items below match the description on the left with the type of activity on the right:

____5.	Several students are working on programmed instruction booklets.	a.	small group, teacher directed
____6.	The teacher is demonstrating the proper care of tools to ten children.	b.	small group, media directed
____7.	A student is creating a diorama to illustrate a science concept.	c.	small group, student directed
____8.	Four students are using a listening post as they proceed through a tape/handout lesson.	d.	small group, group directed
		e.	independent, print directed
		f.	independent, non-print media directed
		g.	independent, student self-directed

____9. A student is using a filmstrip lesson to learn the correct form of a business letter.

(10-13) List four guidelines for implementing different types of learning activities simultaneously in a classroom:

10. _____

11. _____

12. _____

13. _____

(14-18) Suggest two ways of managing each of the following aspects of implementing Kits in a classroom:

14. Materials: (a) _____

(b) _____

15. Space: (a) _____

(b) _____

16. Scheduling: (a) _____

(b) _____

17. Pacing (a) _____

(b) _____

18. Record-keeping: (a) _____

(b) _____

PUTTING IT TO USE

Congratulations! You have demonstrated your ability to develop a Proficiency Skill Development Kit keyed to your district's proficiency test for your own area and level of instruction.

There are many ways you can put what you have learned in this Kit to use in your everyday job as a teacher, counselor or administrator. Here are some ideas:

1. Complete the Kit you began as you worked through this Kit. Use it with your students. Evaluate its effectiveness. Modify any parts that need improvement.

2. Share your new skills with others in your school and district. Suggest that they obtain a copy of this Kit for their own use and you can facilitate their completion of it.

3. Select another area from your district's proficiency exam and develop another Kit.

4. Form a work group of your grade level or subject area colleagues. Work on developing Kits together to lessen the amount of work each individual needs to do and to apply more expertise to the task.

5. Inform parents and other interested community people of what you are doing to ensure that your students are prepared for the proficiency test(s).

6. Let representatives from commercial publishers know what you're doing. Tell them the kinds of materials you need for future Kits or to improve the ones you've already developed.

7. When you have verified the effectiveness of the Kits you've developed, share them with other teachers who are responsible for the same instructional objectives with similar students.

8. Develop Kits to teach other areas of your curriculum not included in your district's proficiency exam.

APPENDICES

A. Resources

B. Sample Kit

C. Pre/Post-Test
Answer Keys

SMERC (San Mateo Educational Resources Center)
San Mateo Superintendent of Schools
333 Main Street
Redwood City, CA 94063
(415) 364-5600, ext. 4404

San Diego Instructional Resources Center
6401 Linda Vista Road
San Diego, CA 92111
(714) 292-3557

LANCERS (Los Angeles Center for Educational Research Services)
9300 E. Imperial Highway
Downey, CA 90242
(213) 922-6397

ACCESS
Contra Costa County Superintendent of Schools
2371 Stanwell Drive
Concord, CA 94520
(415) 689-4353

Resource Catalog for Proficiency Assessment

Publication Sales
State Department of Education
P. O. Box 271
Sacramento, CA 95802
(916) 445-1260

APPENDIX B. SAMPLE KIT

The Proficiency Skill Development Kit contained in this Appendix is for you to use as you work through the activities of this Kit and as you develop your own Kit. The Kit in the appendix was written by teachers like yourself. It may differ in some minor respects from the material presented in this Kit. Remember that the basic principles of competency-based education remain the same and should be incorporated into every Kit, but that the nuts-and-bolts of their implementation may vary.

The Kit in this appendix was developed by the Los Angeles Unified School District's Division of Career and Continuing Education.

PILOT TEST VERSION

CAP :: COMPETENCY ACHIEVEMENT PACKET

Competency :: SAVINGS

UNDERSTAND THE PURPOSES, USES AND
PROCEDURES INVOLVED IN SAVINGS ACCOUNTS

LOS ANGELES UNIFIED SCHOOL DISTRICT

DIVISION OF CAREER AND CONTINUING EDUCATION

ADULT COMPETENCY BASED DIPLOMA PROJECT

PROJECT STAFF

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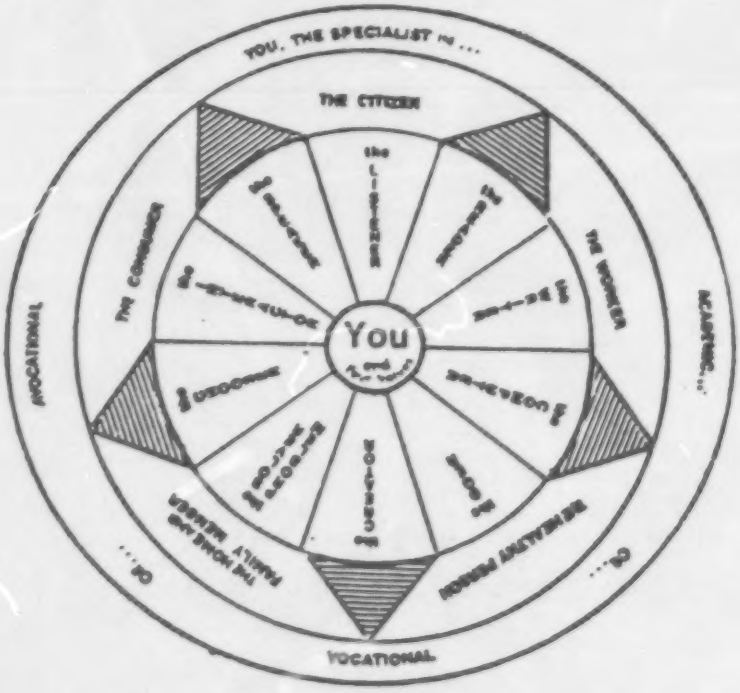
PROJECT LOCATION: Marengo Center, Room 101
1200 Cornwell St., Los Angeles, CA 90033

TELEPHONE: (213) 625-6085



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Mike Moore, Manager

Gibraltar Savings and Loan Association
Thomas Levay, Vice President

Home Savings and Loan Association
Scott Kipers, Chief Teller

Imperial Bank, Inglewood
Julieann K. Sawyer, Vice President and Director of Personnel
Dee Dewald, Assistant Vice President and Operations Officer

Los Angeles Teachers Credit Union
John Thackeray, Assistant General Manager

Security Pacific Bank, Los Angeles
Gayle Jasso, Public Affairs Officer, and

Wells Fargo Bank, Santa Monica
Thomas B. Lathrop, Vice President

NOTE:

The purpose of this CAP is to focus on the most commonly used plans for saving money.

Other banking functions are covered in the CAPS listed below.

CHECKING ACCOUNTS: understand the purposes, uses and procedures in checking accounts.

BANKING SERVICES: understand the purposes, uses and procedures involved in banks, savings and loan associations and credit unions.

CAP :: SAVINGS

Competency :: UNDERSTAND THE PURPOSES, USES AND PROCEDURES INVOLVED IN SAVINGS ACCOUNTS.

WHY IS THIS IMPORTANT TO YOU

Most of us are aware of the need to save money and, in general, we believe that everyone ought to have a savings account. In spite of this, many people are not aware of the many choices there are among savings plans.

Effective saving is not easy. Simply deciding to save is only the first step. Saving is a method of setting aside a portion of your current income for future use. Saving money is a process which requires planning, decision-making and action. This CAP will provide the essential information you need to decide why, where and how to save your money.

OBJECTIVES

I. SAVING MONEY: Survey attitudes toward saving; identify savings goals; identify savings methods; choose a savings method.

II. UNDERSTANDING INTEREST RATES: Distinguish between annual interest rates and true interest rates or annual yields; define the terms compute, calculate, compound, credited; recognize the effects of compound interest; identify methods of computing interest; recognize the benefits of grace days and their effect on interest earned.

III. CHOOSING A SAVINGS ACCOUNT: Identify the advantages and disadvantages of different savings institutions and savings plans; select a savings institution and a savings plan.

IV. USING A SAVINGS ACCOUNT: recognize the steps in opening a checking account; complete a signature card; endorse checks; fill out a deposit slip, and fill out a withdrawal slip.

SUGGESTED PRECEDING CAPs

You and Your Values
Banking Services
Budgeting

RELATED CAPs

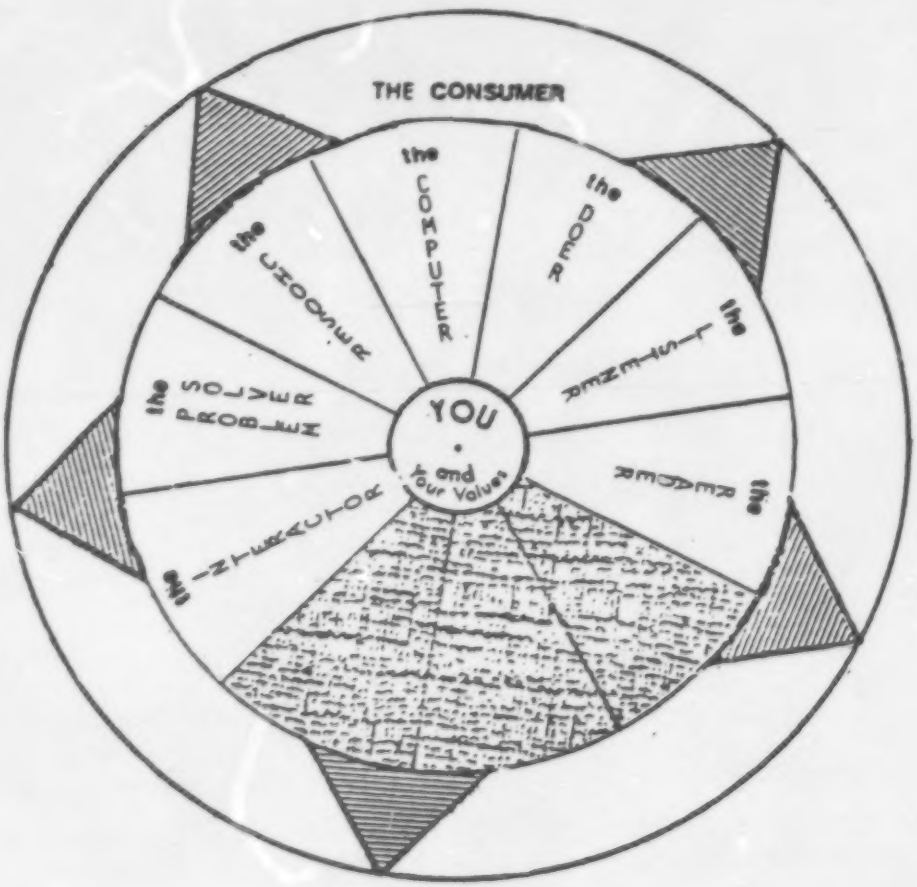
Checking Accounts
Comparison Shopping
Consumer Contracts
Credit

GETTING STARTED

Read the introduction. Then arrange to see the Learning Assessor.

If this is a new topic for you, the Learning Assessor will discuss with you the activities which will help you to achieve competence.

If you already know how to do the task in the objectives, be prepared to demonstrate your competence by taking the pretests.



FOR THIS CAP YOU WILL BE A:

READER, COMPUTER, PROBLEM-SOLVER, CHOOSER, DOER, WRITER, LISTENER, INTERACTOR

LEARNER _____

INSTRUCTOR _____

ASSESSOR _____ DO NOT WRITE ON THIS PAGE

SCHOOL _____

ASSESSMENT AND ACTIVITIES

CAP :: SAVING

RECORD PAGE

Objective 1 - Saving Money
(Insert dates in appropriate boxes)

GET HANDOUT # 1

A. Pre-Assessment

competent ☐ (go on to next objective)

needs work ☐ (do activities checked below)

B. Learning Activities	Page	Date Completed
____ 1. Vocabulary and Terms	12	
____ 2. How Do You Feel About Saving? (Handout #2)	13	
____ 3. Surveying Attitudes (Handout #3)	15	
____ 4. Why Should You Save?	17	
____ 5. Reaching Your Savings Goals	19	
____ 6. How To Save Your Money	20	
____ 7. Choosing A Savings Method	22	
____ 8. Focus for Discussion	23	

C. Post Assessment

competent ☐ (go on to next objective)

needs work ☐ (needed activities from B listed below)

_____

_____

(if needed)
Retest Assessment

competent ☐ (go on to next objective)

needs work ☐

DO NOT WRITE ON THIS PAGE

Objective 2 - Understanding Interest Rates

A. Pre-Assessment

competent _____ (go on to next objective)

needs work _____ (do activities checked below)

B. Learning Activities		Page	Date Completed
____1.	Vocabulary and Terms	25	
____2.	The Annual Interest Rate	26	
____3.	Compute, Calculate, Compound, Credited	28	
____4.	Compound Interest	30	
____5.	The Annual Yield	32	
____6.	What Is The Method Of Computing Interest: Reading For Information	35	
____7.	How About "Grace Days"?	39	

C. Post Assessment

competent _____ (go on to next objective)

needs work _____ (needed activities from B listed below)

_____

_____

(if needed)
Retest Assessment

competent _____ (go on to next objective)

needs work _____

Objective 3 - Choosing A Savings Account

A. Pre-Assessment

competent _____ (go on to next objective)

needs work _____ (do activities checked below)

DO NOT WRITE ON THIS PAGE

B. Learning Activities		Page	Date Completed
____ 1.	Vocabulary and Terms	41	
____ 2.	Places To Save	42	
____ 3.	Credit Unions	48	
____ 4.	Savings Institutions: Advantages and Disadvantages	49	
____ 5.	Savings Plans: A Programmed Activity	50	
____ 6.	U.S. Savings Bonds	55	
____ 7.	Savings Plans — Advantages and Disadvantages	56	
____ 8.	A Savings Survey: The Ten Important Questions (Handout #4)	58	

C. Post Assessment

competent ☐ (go on to next objective)

needs work ☐ (needed activities from B listed below)

_____

_____

(if needed)
Retest Assessment

competent ☐ (go on to next objective)

needs work ☐

Objective 4 - Using A Savings Account

A. Pre-Assessment

competent ☐ (go on to next Cap)

needs work ☐ (do activities checked below)

B. Learning Activities		Page	Date Completed
____ 1.	Vocabulary and Terms	63	
____ 2.	Opening A Savings Account Step By Step	64	
____ 3.	Fill Out A Signature Card: Reading for Information	67	
____ 4.	Filling Out A Signature Card Step By Step (Handout #5)	68	

DO NOT WRITE ON THIS PAGE

		Page	Date Completed
____	5. Making Deposits: Reading For Information	73	_____
____	6. Making Deposits	75	_____
____	7. Practice Making Deposits (Handout #6)	76	_____
____	8. Endorsing Your Checks: Reading For Information and practice	85	_____
____	9. Withdrawing Money: Reading For Information	88	_____
____	10 Withdrawing Money	90	_____

C. Post Assessment

competent ☐ (go on to next CAP)

needs work ☐ (needed activities from B listed below)

_____

_____

(if needed)
Retest Assessment

competent ☐ (go on to next CAP)

needs work ☐

CAP :: SAVINGS

OBJECTIVE 1

SAVING MONEY

INTRODUCTION

Although most of us have been taught that it's important to save money regularly, some of us never seem to be able to manage to save at all. There are some people who seem to have no problem saving money. They may have been lucky enough to develop a savings habit early in life.

Unhappily, however, there are others for whom saving money is a little like dieting - something to start tomorrow. Some people feel that it's not necessary to save at all - that saving money is not necessary if you have credit cards. Some declare that it's not important to save for the future when they have social security and a pension plan to count on. Still others would like to save money, but find it hard to do when prices and costs keep rising.

The people who do save regularly are those who tend to have specific reasons that they feel are important. Without a definite purpose, it's easy to find a good excuse to stop saving or to not even start.

What about you? What are your reasons? Why should you save? How can you save?

This objective will explore some reasons for saving and some ways to save.

Take Pre and/or Post-Test 1.

OBJECTIVE

1

SAVING MONEY

ACTIVITY

1

VOCABULARY

Accumulate
Insurance coverage
Standard of living
Unemployment compensation
Ever-increasing
Attitude
Strain
Repayment
Interest
Lack
Savings account
Summarizing

OBJECTIVE

1

SAVING MONEY

ACTIVITY

2

HOW DO YOU FEEL ABOUT SAVING?

AN ATTITUDE INVENTORY

How you feel about saving money can influence your reasons for saving and the goals you set. Generally, people come to school with a pre-established set of attitudes about saving money. It can help you in setting your goals for saving money if you first become aware of some of your own attitudes. The activity below is designed to help you discover how you feel about saving money. When you complete this activity you may, if you wish, compare and discuss your responses with one or more of the class memebers and/or the teacher.

DIRECTIONS: Use Handout #2. Put a check in the column that shows how <u>you</u> feel about each statement. There are no "correct" answers.

GET HANDOUT # 2

OBJECTIVE 1
ACTIVITY 2

DO NOT WRITE ON THIS PAGE

HOW DO YOU FEEL ABOUT SAVING MONEY?

	AGREE	DISAGREE
1. Saving for a "rainy day" is important for families but not for single people.		
2. Once you get started, it's easy to save money.		
3. You should keep at least 3 months' income in your savings account.		
4. Everyone should save a part of what she/he earns.		
5. When you are financially secure, there are no problems you can't handle.		
6. As long as you have a good pension plan at work, saving your money is not necessary.		
7. It's almost impossible to start a savings program if you didn't get the savings habit when you were younger.		
8. Saving money is only for the sick.		
9. The older you are, the more you must save.		
10. Money is truly the root of all evil.		
11. Money is only something to use to make your life easier and more secure.		
12. If you want to get at your money quickly, it's better to save money at home than in a savings account.		
13. Accumulating money is one of life's most important goals.		
14. You should enjoy your money while you're young.		
15. Banks cannot be trusted.		

OBJECTIVE

1

SAVING MONEY

ACTIVITY

3

SURVEYING ATTITUDES

1. Use the attitude inventory in Handout #3 to survey 5 people on their attitudes towards saving money. Write a report summarizing the results and drawing your own conclusions.

2. Discuss the results of your survey with one or more class members. Do you think that savings habits and goals are influenced by attitudes towards money?

GET HANDOUT # 3

OBJECTIVE 1
ACTIVITY 3

DO NOT WRITE ON THIS PAGE

SURVEYING ATTITUDES

	#1		#2		#3		#4		#5
	A	D	A	D	A	D	A	D	A
1. Saving for a "rainy day" is important for families but not for single people.									
2. Once you get started, it's easy to save money.									
3. You should keep at least 3 months' income in your savings account.									
4. Everyone should save a part of what she/he earns.									
5. When you are financially secure, there are no problems you can't handle.									
6. As long as you have a good pension plan at work, saving your money is not necessary.									
7. It's almost impossible to start a saving program if you didn't get the savings habit when you were younger.									
8. Saving money is only for the sick.									
9. The older you are, the more you must save.									
10. Money is truly the root of all evil.									
11. Money is only something to use to make your life easier and more secure.									
12. If you want to get at your money quickly, it's better to save money at home than in a savings account.									
13. Accumulating money is one of life's most important goals.									
14. You should enjoy your money while you're young.									
15. Banks cannot be trusted.									

OBJECTIVE

1

SAVING MONEY

ACTIVITY

4

WHY SHOULD YOU SAVE?

A good way to overcome an "I'll do it tomorrow" attitude and begin a savings program is to know why you want to save. Stop a moment and try to think of as many reasons as you can for saving money.

1. ON A SEPARATE SHEET OF PAPER, write your reasons for saving money.

2. Rearrange the reasons you listed so that they are in order of their importance to you. Put the most important reason first.

Now, compare your reasons with those commonly given by others. Feel free to revise your own list when you are through reading.

1. ILLNESS

   In case of sickness or an accident, your expenses will be eased by medical and hospitalization insurance coverage. However, no insurance program pays all the medical expenses all the time.

2. OLD AGE

   In your old age, Social Security will help, but it's seldom enough. Generally, most companies offer retirement plans. However, retirement plans vary from company to company. Even if you have some source of income, you'll be forced to reduce your standard of living.

3. OUT OF WORK

If you should lose your job, unemployment compensation may help while you look for work. However, it rarely will be enough to pay all the bills.

4. EDUCATION

Should you want an education for yourself or someone in your family, you will need extra money to help ease the strain of the ever-increasing costs.

5. LARGE PURCHASES

If you want to buy something specific, you'll need to have money set aside. While it's true that you can buy almost anything today on credit, the cost of credit is high. Also, repayment forces you to limit how your future income is spent. Even with credit, large purchases (like a home) almost always need a cash down payment.

6. EMERGENCIES

An emergency fund will be an important source of money when there's an unexpected need.

7. TO MAKE MONEY

Saving money in a savings account can help you earn money in the form of the interest that is paid on your savings by the financial institution. Interest will be discussed in the next objective.

8. FOR FINANCIAL SECURITY

Having money set aside can give a real sense of security. You can have the peace of mind and freedom that comes from being free of the fear of debt.

9. CREDIT

A savings account will help you to have a foundation for credit when you need it. (For more information see the CREDIT CAP)

OBJECTIVE

1

SAVING MONEY

ACTIVITY

5

REACHING YOUR SAVINGS GOAL

Experts stress that specific goals are essential to an effective savings program. If we have goals that are strongly desired, most of us can save in spite of ourselves. To define and reach the savings goals that are important to you, do the following:

1. Review the list of reasons for saving money that you developed in Activity 3.

2. Analyze your reasons and organize them according to whether they are short-range, intermediate or long-range goals. Short-range goals are those you hope to achieve soon or within a year. Intermediate goals are those you hope to accomplish in from 1 to 3 years and long-range goals are those you expect to take from 3 to 5 years, or longer.

Select the intermediate-range goal that is most important to you. Estimate:

1. How long it will take you to achieve that goal?

2. How much it will cost in total?

3. How much do you need to save each month in order to reach your goal?

(For more information on short, intermediate and long-range goals, see Objective 1 of the Budgeting CAP)

OBJECTIVE

1

SAVING MONEY

ACTIVITY

6

HOW TO SAVE YOUR MONEY

For many people, the reasons for saving money are clear enough. It's the method of saving money that troubles them. Unless you form the habit of setting aside some money on a regular basis, you'll find that your money will slip away before you know it. Essentially there are two ways to go about saving money: On your own (voluntary savings) or through a "forced" saving program. Whether your savings program is a voluntary one or not, the first thing you must do is decide how much you can save each month. Only you can decide how much is realistic. Once you have made your decision, act on it. Start to save now.

Voluntary Savings

Voluntarily putting money aside is always the best way to save money. There are several ways to go about saving on your own:

1. Pretend that the amount you want to save is a debt--one that you owe to yourself. Whenever you sit down to pay your bills, you pay yourself first.

2. Whenever you get a raise in pay, put half of the amount into your savings fund and half into your spending fund.

3. Save any money you receive unexpectedly, whether it's a gift, a tax refund or money you get when you return merchandise to the store.

4. Cut your expenses slightly. Few people enjoy pinching pennies, but if you eliminate one soft drink each day for a year, you can save slightly more than $125 a year.

"Forced" Savings

"Forced" saving methods are very popular because many of us lack the will power to save and just can't get started. The success of these methods is due to a large degree to the fact that you never get your hands on the money. Here are several ways to force yourself to save:

1. Payroll deduction plans are offered by many companies. You can ask your company to deduct (subtract) a specific amount of money from each of your paychecks. That amount can be used in one or more of the following ways:

   a. You can direct your company to buy U.S. Savings Bonds for you.
   b. You can have this amount deposited regularly into your savings account at your bank, savings and loan association or credit union.

2. A direct deposit is a 2-step method:

   a. You ask your payroll department to send your paychecks directly to your checking account (See the Banking Services CAP)
   b. At the same time, you direct your bank to transfer a specified amount from your checking account to your savings account or to U.S. Savings Bonds.

3. If all else fails, you can ask your employer to deduct more from your pay for income tax withholding. You do this by lowering the number of dependents on your W-4 form. At the end of the year, the Internal Revenue Service will refund the amount withheld. Your money will have earned no interest for you, but you will have something to put into a savings account.

However you decide to save, you should remember that the keys to a successful savings program are having savings goals and a plan with a purpose.

OBJECTIVE

1

SAVING MONEY

ACTIVITY

7

CHOOSING A SAVINGS METHOD

Which of the savings methods described in Activity 5 would you choose? On a separate sheet of paper write the savings method you chose and one or two sentences explaining why.

OBJECTIVE

1

SAVING MONEY

ACTIVITY

8

FOCUS FOR DISCUSSION

1. What is the first step necessary to set up a workable savings program?
2. Describe some methods to save money.
3. How do you plan to save?
4. What should be considered in deciding how much to save?

OBJECTIVE

1

S A V I N G S

PRE AND/OR POST-TEST

A. Read the statements below. On a separate sheet of paper, write True or False in response to each statement.

1. Your attitudes about saving money can affect your savings goals.
2. When you enrolled in school, you did not yet have any firm attitudes about money.
3. Attitudes towards money can affect savings habits
4. When you ca count on social security, saving for the future is not necessary.
5. For unexpected expenses, an emergency fund is a good source of money.
6. Specific goals are essential to a good savings program.
7. It's a good idea to pay yourself first before you pay your bills.
8. You can save on your own or you can have a "forced" savings program.

B. List 5 reasons why people generally save money.

C. 1. List 5 ways to save money.

2. Select the method you feel suits you best.

3. In 1 or 2 sentences, describe the reason(s) for your choice.

OBJECTIVE

1

PRE AND/OR POST-TEST

ANSWER KEY

			Points	Activity
A.	1.	True	2	2
	2.	False	2	2
	3.	True	2	3
	4.	False	2	4
	5.	True	2	4
	6.	True	2	5
	7.	True	2	6
	8.	True	2	6

Points possible: 16
Competent: 15

B. Any <u>five</u> of the following reasons: — Points: 2 — Activity: 4

1. In case of ILLNESS
2. In case you're OUT OF WORK
3. For your OLD AGE
4. For EDUCATION
5. For LARGE PURCHASES
6. For EMERGENCIES
7. To accumulate or MAKE MONEY
8. For FINANCIAL SECURITY
9. To establish a FOUNDATION FOR CREDIT

Maximum Points Possible: 10
Competent: 9

C. Any <u>five</u> of the following reasons: — Points: 2 — Activity: 6, 7, 8

1. a. Pay yourself first, as if it were a debt
   b. Save half of your pay raise
   c. Save any money received as a gift or refund
   d. Cut expenses
   e. Use a payroll deduction plan to:
      (1) deposit money into your savings account and/or
      (2) to buy U.S. Savings Bonds
   f. Use a direct deposit
   g. Increase your income tax withholding

2. One of the above methods should be listed.

3. The reason(s) should be that it is convenient and it works!

Scoring: 2 points each
Total points possible: 14
Competent: 12

LEARNER _____

INSTRUCTOR _____

ASSESSOR _____

SCHOOL _____ _____

ASSESSMENT AND ACTIVITY

RECORD PAGE

CAP :: SAVINGS

Objective 1 - Saving Money
(Insert dates in appropriate boxes)

HANDOUT # 1

A. Pre-Assessment

competent ☐ (go on to next objective)

needs work ☐ (do activities checked below)

B. Learning Activities	Page	Date Completed
____ 1. Vocabulary and Terms	12	
____ 2. How Do You Feel About Saving? (Handout #2)	13	
____ 3. Surveying Attitudes (Handout #3)	15	
____ 4. Why Should You Save?	17	
____ 5. Reaching Your Savings Goals	19	
____ 6. How To Save Your Money	20	
____ 7. Choosing A Savings Method	22	
____ 8. Focus for Discussion	23	

C. Post Assessment

competent ☐ (go on to next objective)

needs work ☐ (needed activities from B listed below)

_____

_____

(If needed)
Retest Assessment

competent ☐ (go on to next objective)

needs work ☐

Objective 2 - Understanding Interest Rates

A. Pre-Assessment

competent _____ (go on to next objective)

needs work _____ (do activities checked below)

B. Learning Activities	Page	Date Completed
____ 1. Vocabulary and Terms	25	
____ 2. The Annual Interest Rate	26	
____ 3. Compute, Calculate, Compound, Credited	28	
____ 4. Compound Interest	30	
____ 5. The Annual Yield	32	
____ 6. What Is The Method Of Computing Interest: Reading For Information	35	
____ 7. How About "Grace Days"?	39	

C. Post Assessment

competent _____ (go on to next objective)

needs work _____ (needed activities from B listed below)

_____

_____

(if needed)
Retest Assessment

competent _____ (go on to next objective)

needs work _____

Objective 3 - Choosing A Savings Account

A. Pre-Assessment

competent _____ (go on to next objective)

needs work _____ (do activities checked below)

B. Learning Activities	Page	Date Completed
____ 1. Vocabulary and Terms	41	
____ 2. Places To Save	42	
____ 3. Credit Unions	48	
____ 4. Savings Institutions: Advantages and Disadvantages	49	
____ 5. Savings Plans: A Programmed Activity	50	
____ 6. U.S. Savings Bonds	55	
____ 7. Savings Plans — Advantages and Disadvantages	56	
____ 8. A Savings Survey: The Ten Important Questions (Handout #4)	58	

C. Post Assessment

competent _____ (go on to next objective)

needs work _____ (needed activities from B listed below)

_____

_____

(if needed)
Retest Assessment

competent _____ (go on to next objective)

needs work _____

Objective 4 - Using A Savings Account

A. Pre-Assessment

competent _____ (go on to next Cap)

needs work _____ (do activities checked below)

B. Learning Activities	Page	Date Completed
____ 1. Vocabulary and Terms	63	
____ 2. Opening A Savings Account Step By Step	64	
____ 3. Fill Out A Signature Card: Reading for Information	67	
____ 4. Filling Out A Signature Card Step By Step (Handout #5)	68	

		Page	Date Completed
____	5. Making Deposits: Reading For Information	73	_____
____	6. Making Deposits	75	_____
____	7. Practice Making Deposits (Handout #6)	76	_____
____	8. Endorsing Your Checks: Reading For Information and practice	85	_____
____	9. Withdrawing Money: Reading For Information	88	_____
____	10 Withdrawing Money	90	_____

C. Post Assessment

competent ☐ (go on to next CAP)

needs work ☐ (needed activities from B listed below)

_____

_____

(if needed)
Retest Assessment

competent ☐ (go on to next CAP)

needs work ☐

OBJECTIVE 1

ACTIVITY 2

HOW DO YOU FEEL ABOUT SAVING MONEY?

	AGREE	DISAGREE
1. Saving for a "rainy day" is important for families but not for single people.		
2. Once you get started, it's easy to save money.		
3. You should keep at least 3 months' income in your savings account.		
4. Everyone should save a part of what she/he earns.		
5. When you are financially secure, there are no problems you can't handle.		
6. As long as you have a good pension plan at work, saving your money is not necessary.		
7. It's almost impossible to start a savings program if you didn't get the savings habit when you were younger.		
8. Saving money is only for the sick.		
9. The older you are, the more you must save.		
10. Money is truly the root of all evil.		
11. Money is only something to use to make your life easier and more secure.		
12. If you want to get at your money quickly, it's better to save money at home than in a savings account.		
13. Accumulating money is one of life's most important goals.		
14. You should enjoy your money while you're young.		
15. Banks cannot be trusted.		

OBJECTIVE 1

ACTIVITY 3

HANDOUT # 3

SURVEYING ATTITUDES

	#1		#2		#3		#4		#5	
	A	D	A	D	A	D	A	D	A	D
1. Saving for a "rainy day" is important for families but not for single people.										
2. Once you get started, it's easy to save money.										
3. You should keep at least 3 months' income in your savings account.										
4. Everyone should save a part of what she/he earns.										
5. When you are financially secure, there are no problems you can't handle.										
6. As long as you have a good pension plan at work, saving your money is not necessary.										
7. It's almost impossible to start a saving program if you didn't get the savings habit when you were younger.										
8. Saving money is only for the sick.										
9. The older you are, the more you must save.										
0. Money is truly the root of all evil.										
1. Money is only something to use to make your life easier and more secure.										
2. If you want to get at your money quickly, it's better to save money at home than in a savings account.										
3. Accumulating money is one of life's most important goals.										
14. You should enjoy your money while you're young.										
15. Banks cannot be trusted.										

APPENDIX C. PRE/POST-TEST ANSWER KEYS

These answer keys are for your use in checking the correctness of your responses to the items on the pre/post-tests for each objective of the Kit. Do not look at the answer key until after you have completed the test. When you have checked your answers, mark the activities which are keyed to the items you missed on your Record Page in the "To Do" column. Complete those activities before you take the test again as a post-test.

OBJECTIVE 1

WRITING INSTRUCTIONAL OBJECTIVES

PRE/POST-TEST

ANSWER KEY

Answers	Points	Keyed to Activity #
Part I		
1. a. YES	5	1
b. NO	5	1
2. a. YES	5	1
b. YES	5	1
3. basic skill	5	2
4. competency	5	2
5. competency	5	2
6. basic skill	5	2
(7-12). Any six of the following eight are acceptable. Wording can differ but must have the same meaning.	5 each	3
-basis for writing pre-, post- and practice performance items		
-framework for scope and sequence of Kit		
- guide for selecting appropriate instructional resources		
-major consideration in designing learning activities		
-inform students of what will be required		
-inform administrators, parents and other interested people		
-means for evaluating effectiveness of materials, program, etc.		
-ensure curricular-instructional match with district's AB65 exam		
13. a. item specification	10	4
c. sample item	10	4
b. objective	10	4

Competent: 90 - 100 points
Needs Work: less than 90 points

Part II- You must satisfactorily complete Part II OR do the tasks as part of activities 4 and 5.
The correct responses to this section of the test depend upon your district's proficiency standards and examination(s) and the information you have available about them

If you were not able to do this part of the test or if you are not sure that what you have done is correct, do the indicated activities.

1. 4
2. (a) and (b) 5

OBJECTIVE 2

INCORPORATING EXISTING MATERIALS

PRE/POST-TEST

ANSWER KEY

Answers	Points	Keyed to Activity #
Part I		
1. b	5	1
2. a	5	1
3. c	5	1
4. d	5	2
5. c	5	2
6. Any five of the criteria listed in Activity 2 of Objective 2 WHICH YOU USE as a basis for selecting materials.	2 each (10 total)	2
7. Readability level = Approximately 5th Gr.	10	3
8. If you got #7 correct, use the same method to determine the readability of your passage. If you don't know how to calculate readability, do the keyed activity.	10	3
9. Write a section which provides up-dated information. The existing material can be used AS LONG AS the material is accurate up to the time it includes.	5	5
10. Develop practice exercises which provide the opportunity for the learners to perform tasks equivalent to those on the tests and district exam(s).	5	5
11. None	5	5
12. Develop pre-, placement or diagnostic tests which parallel the content and skills taught in the material and are equivalent to the district's proficiency exam.	5	5
13. no violation	5	6
14. violation	5	6
15. no violation	5	6

Competent: 80 - 90 points
Needs Work: less than 80 points (Do the Keyed activities.)

Part II - If you answered "NO" to any of the items, do the keyed activities.

1.	4
2.	4
3.	4
4.	3
5.	2
6.	5

OBJECTIVE 3

DEVELOPING LEARNING ACTIVITIES

PRE/POST-TEST

ANSWER KEY

Answers		Points	Keyed to Activity #
Part I			
(1-6)	Any of the categories presented in Objective 3-Activity 1	2 each	1
7.	Individualized has come to mean independent; personalized means geared to each student's interests, needs and abilities, not necessarily independent	2	2
8.	What is tested is what has been taught	2	2
9.	More than one and more than one type of learning experience is available to the student in order to accomplish a given objective	2	2
10.	A variety of instructional media and strategies are used, incorporating different teaching/learning patterns and utilizing different senses.	2	2
11.	a. audio b. presentation	2 each	2
12.	a. visual b. independent	2 each	2
13.	a. visual or audio-visual b. presentation or independent	2 each	2
14.	a. visual b. independent	2 each	2
15.	a. audio-visual b. interaction	2 each	2
16.	Gaining and maintaining the learner's attention	2	3
17.	Informing the learner of the objective	2	3
18.	Stimulating the recall of prior relevant learning	2	3

19.	Presenting the instructional material	2	3
20.	Providing learning guidance	2	3
21.	Providing the opportunity for practice	2	3
22.	Providing feedback	2	3
23.	Assessing the learner's performance	2	3
24.	Enhancing retention and transfer	2	3
(25-34)	Any of the guidelines presented in Activity 5	2 each	4

Competent: 72 - 80 points
Needs work: less than 72 points

Part II - If you were not able to do this part of the test OR if you need help to complete the tasks OR you want to check the correctness of your responses, refer to the keyed activities.

1.	1
2.	2,3,4

OBJECTIVE 4

DEVELOPING ASSESSMENTS

PRE/POST-TEST

ANSWER KEY

Answers	Points	Keyed to Activity #
1. c	4	1
2. b	4	1
3. a	4	1
4. a	4	1
5. c	4	1
6. c	4	2
7. b	4	2
8. d	4	2
9. a	4	2
10. d	4	2
11. c	4	2
12. d	4	2
13. b	4	2
14. b	4	3
15. d	4	3
16. a	4	3
17. c	4	3
18. avoid the use of "not" stem and options should be grammatically consistent	6	4
19. not sufficient directions to tell the student what to do and how to do it.	6	4
20. The teacher should have a checklist of each step in the proper order.	6	4
*21. the correct responses	4	4
*22. how to score	4	4
*23. activities keyed to test items or sections	4	4

*May be in any order.

Competent: 88 - 98 points
Needs Work: less than 88 points

Part II - If you were not able to do this part of the test, OR if you want to check the correctness of what you have done, OR if you need to learn how to accomplish these tasks--complete the keyed activities.

1.	4
2.	3
3.	2,3,4

OBJECTIVE 5

DEVELOPING OTHER KIT COMPONENTS

PRE/POST-TEST

ANSWER KEY

Answers	Points	Keyed to Activity #
Part I		
1. E and IV	6 each	1,2
2. I and I	6 each	1,2
3. A,B or E and V	6 each	1,2
4. H and VI	6 each	1,2
5. E and II	6 each	1,2
6. 3	5	5
7. 7	5	5
8. 2	5	5
9. 4	5	5
10. 6	5	5
11. 8	5	5
12. 1	5	5
13. 5	5	5

Competent: 90 - 100 points
Needs work: less than 90 points

Part II - If you were unable to do this part of the test OR if you need help OR if you want to check the correctness of your responses, do the keyed activities.

1.	3-A
2.	3-B
3.	3-C
4.	3-D
5.	3-E
6.	3-F
7.	3-G
8.	4

OBJECTIVE 6

MANAGING KITS IN THE CLASSROOM

PRE/POST-TEST

ANSWER KEY

Answers	Points	Keyed to Activity #
Part I		
1. provide instruction on the prerequisite skill; do not allow the student to begin work on the Kit	4	1
2. Determine with the student which activity he or she should do based on preferred learning mode, frequently effective learning mode, and scheduling of activities in the classroom.	4	1
3. Review the item(s) missed; go on to the Introduction and Pretest of the next objective	4	1
4. Allow the student to work on activities in the Putting It To Use section	4	1
5. e	4	2
6. a	4	2
7. g	4	2
8. b	4	2
9. f	4	2
(10-13) Any four guidelines similar to those listed in Activity 2 of Objective 6	4 each	2
(14-18) Any suggestions similar to those listed in Activity 3 of Objective 6	4 each	3

Competent: 65 - 72 points
Needs work: less than 65 points

Part II - If you were unable to do this section of the test or if you want to review the tasks, do the keyed activities.

1.	3
2.	3
3.	2,3
4.	3
5.	3 (Obj.5 - 3 f)
6.	2,3

Other Publications Available from the Department of Education

The *Proficiency Skill Development Kit* is one of approximately 450 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Accounting Procedures for Student Organizations (1979)	$ 1.50
An Assessment of the Writing Performance of California High School Seniors (1977)	2.75
Bicycle Rules of the Road in California (1977)	1.50
Bilingual Program, Policy, and Assessment Issues (1980)	3.25
California Guide to Parent Participation in Driver Education (1978)	3.15
California Master Plan for Special Education (1974)	1.00†
California Private School Directory	5.00
California Public School Directory	11.00
California Public Schools Selected Statistics	1.00
California School Energy Concepts (1978)	.85
California Schools Beyond Serrano (1979)	.85
Child Care and Development Services: Report of the Commission to Formulate a State Plan (1978)	2.50
Discussion Guide for the California School Improvement Program (1978)	1.50†*
District Master Plan for School Improvement (1979)	1.50*
Education of Gifted and Talented Pupils (1979)	2.50
English Language Framework for California Public Schools (1976)	1.50
Establishing School Site Councils: The California School Improvement Program (1977)	1.50†*
Foreign Language Framework for California Public Schools (1980)	2.50
Genetic Conditions: A Resource Book and Instructional Guide (1977)	1.30
Guidance Services in Adult Education (1979)	2.25
Guide for Multicultural Education: Content and Context (1977)	1.25
Guide for Ongoing Planning (1977)	1.10
Guide to California Private Postsecondary Career Education (1980)	5.00
Guidelines and Procedures for Meeting the Specialized Health Care Needs of Students (1980)	2.50
Guidelines for Evaluation of Instructional Materials with Respect to Social Content (1980)	1.15
Handbook for Instruction on Aging (1978)	1.75
Handbook for Planning an Effective Reading Program (1979)	1.50*
Handbook on Reporting and Using Test Results (1976)	8.50
Proficiency Assessment in California: A Status Report (1980)	2.00
Publicizing Adult Education Programs (1978)	2.00
Putting It Together with Parents (1979)	.85†
Report of the Ad Hoc Committee on Integrated Educational Programs (1978)	2.60
Resource Catalog for Proficiency Assessment (1978)	.85
Sample Assessment Exercises Manual for Proficiency Assessment, Grades 4–6 (2 Vol.) (1978)	54.00
Sample Assessment Exercises Manual for Proficiency Assessment, Grades 7, 9, 11 (2 Vol.) (1978)	54.00
Science Framework for California Public Schools (1978)	1.65
Social Sciences Education Framework for California Public Schools (1975)	1.10
State Guidelines for School Athletic Programs (1978)	2.20
Student Achievement in California Schools	1.25
Students' Rights and Responsibilities Handbook (1980)	1.50†
Teaching About Sexually Transmitted Diseases (1980)	1.65
Technical Assistance Guide for Proficiency Assessment (1979)	7.50
A Unified Approach to Occupational Education: Report of the Commission on Vocational Education (1979)	2.00

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

†Also available in Spanish, at the price indicated.
*Developed for implementation of AB 65.

79-236 03-0844 10-80 1,500

81055—300 7-80 1,500